



# EXAMINATIONS HANDBOOK

This handbook is issued for the guidance of all those involved in the examinations of the Institute of Tourist Guiding (the Institute) and those preparing or conducting accredited guide training programmes. It has been prepared by the Institute's Examinations Committee, the Role and Remit of which is set out in the Appendices, and is published on the Institute's website at [www.itg.org.uk](http://www.itg.org.uk)

It sets out the Institute's procedures for Blue Badge, Green Badge and White Badge examinations. The first and most important contact will be the Chief Examiner, who will be appointed by the Qualifications Board of the Institute. Any queries concerning the examinations procedures should be addressed in the first instance to the Chief Examiner. Further advice is available from the Examinations Co-ordinator of the Institute.

## AMENDMENTS AND DATE OF ISSUE

Amendments to this handbook can be authorised only by the Chair of the Qualifications Board in consultation with that Board and the Examinations Committee.

This issue is dated October 2018.

## REGISTER OF EXAMINATIONS HANDBOOK AMENDMENTS

Version	Brief description of Amendment	Amendment	Date approved by the Board
2018.2	Reworded introduction paragraph to the Background Knowledge syllabus, p.40.	'To ensure conformity with the European standard CEN15665 and the Institute's standards,'...	25 April 2019

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## **SECTION I: INTRODUCTION AND PREFACE**

### **I.1 GLOSSARY**

**The Institute of Tourist Guiding** (The Institute) is responsible for professional standards in tourist guiding in England, Northern Ireland and Jersey, which includes the award of qualifications at three levels – White Badge, Green Badge and Blue Badge – and in Candidates’ second languages.

**The Qualifications Board (QB)** is the body responsible for the qualifications policy and procedures of the Institute.

**The Examinations Committee** is responsible for the proper conduct of examinations and providing advice to the Qualifications Board on examination policy and procedures. (See Appendices).

**The Language Committee** is responsible for the ‘contract’ for language examinations, and advising on language policy issues such as assessment requirements and bilingualism.

**The Accreditation Committee** considers training programmes submitted to the Institute and makes recommendation for their accreditation.

**The Examinations Co-ordinator** is the Institute member of staff responsible for the administration of examinations.

**The Operations Manager** is the Institute member of staff who manages the office and the Examinations Co-ordinator.

**The Course Director** is the person with overall responsibility for the delivery of a specific accredited training programme.

**The Chief Examiner** is the person with overall responsibility for guiding examinations at White Badge, Green Badge and Blue Badge levels.

**Candidates** are those individuals who have enrolled for Institute run examinations. In the case of those individuals not on Institute accredited training courses they are referred to as External Candidates where procedures differ.

- I.2 Candidates seeking recognition at any level must pass all modules of the Institute examinations at that level in order to obtain the relevant qualification.
- I.3 Guides or students wishing to work in a language other than their first language (or first languages, in the case of bilingual Candidates) must have an Institute recognised qualification to demonstrate their competence in the second and subsequent languages. The language(s) will be included in the Institute’s database and directory against the guide’s name (in the case of a student, once they have obtained the relevant guiding qualification).
- I.4 Examinations (including resit examinations) will take place at certain points in the year, as determined by the Institute.

- I.5 It is the policy of the Institute to permit individuals to achieve qualifications at White, Green and Blue Badge levels by taking and passing the required examinations.
- I.6 A register of those who qualify at each level is maintained and published by the Institute. Membership of the Institute is offered to those who qualify and pay the respective annual subscription as follows:

White Badge - Affiliate membership.

Green Badge - Associate membership.

Blue Badge - Full membership..

## **SECTION 2: WHITE BADGE EXAMINATIONS**

### **PRIOR TO EXAMINATIONS COMMITTEE ACTION**

- 2.1 Prior to the accreditation of a course or the running of a course which is under an existing accreditation the Chair of the Accreditation Committee will check with the Examinations Committee to ensure that there are sufficient examiners and compilers in the area covered by the course to be able to examine the course. In the case of a proposed new course it is expected that **EIGHT** weeks' notice will be given to the Examinations Committee. For a reaccreditation **SIX** weeks' notice should be given to allow for checks to be carried out and advertisements to be placed for the post of Chief Examiner.

### **APPOINTMENT OF CHIEF EXAMINER**

- 2.2 After each White Badge training programme has been accredited by the Institute, advertisements for the post of Chief Examiner will be placed in the Institute's communication to members and other suitable publications.
- 2.3 The Chief Examiner will have wide experience of examining, be a working Blue Badge Guide, be a full member of the Institute, and also be independent of both the training programme and the Candidates. He or she will have completed an Institute examiners' course, be listed on the Institute's register of accredited examiners, and will, where possible, be qualified for the area being assessed. A Chief Examiner should also possess highly-developed report writing and facilitation skills.
- 2.4 Members who wish to be considered for the post of Chief Examiner will be asked to submit a CV and a supporting statement of no more than one sheet of A4 (size 12 font). These will be assessed by the Examinations Committee, who will make a recommendation to the Qualifications Board, who in turn will appoint the Chief Examiner.
- 2.5 On appointment, the Chief Examiner will receive from the Examinations Co-ordinator a copy of the syllabus for all modules.
- 2.6 The Chief Examiner, together with the Examinations Co-ordinator, will be responsible for all examination arrangements, and will advise on all examination procedures.
- 2.7 The duties and responsibilities of the White Badge Chief Examiner are set out in Appendix O.

### **EXAMINATIONS FEES**

- 2.8 The Candidates' Registration fee normally covers the cost of White Badge examinations. Where there are fewer than 12 Candidates registered with the Institute for a particular examination, a total payment equal to 12 registration fees will be required.
- 2.9 All fees will be paid in full to the Institute at enrolment. These are non-refundable.
- 2.10 Where Candidates choose to resit failed examinations, the cost of the resit examinations will be borne by the Candidates themselves, or their sponsoring body. The payment to be made will be decided by the Examinations Co-ordinator and the

Treasurer.

- 2.11 Candidates whose examination fees have not been paid in full at enrolment will not be allowed to take the exam.

## **ARRANGEMENTS**

- 2.12 The Course Director will supply a full list of enrolled Candidates together with a copy of the accredited syllabus to the Examinations Co-ordinator at the start of the training programme, including any special needs or requirements, and will advise the Examinations Co-ordinator of any changes immediately.
- 2.13 The Examinations Co-ordinator will provide details of examination procedures and arrangements to the Course Director, together with the name and contact details of the appointed Chief Examiner.
- 2.14 The Chief Examiner will agree with the Course Director, in consultation with the Examinations Co-ordinator, the dates and time of all examinations. In the event of a dispute the final decision rests with the Institute.
- 2.15 The Course Director will agree with the Chief Examiner the stopping points for presentations within the site or on the walking route to be covered in the examination. The Course Director must ensure that there are sufficient stops for presentations and that the stops proposed afford sufficient and equal opportunities for the Candidates to demonstrate their knowledge and ability. This information must be given to the students in a timely manner.
- 2.16 The Examinations Co-ordinator will advise all Candidates of the full details for the examinations as soon as they are agreed. This will include the date, agreed by the Chief Examiner and the Examinations Co-ordinator, on which the results will be made known, which will normally be within **SIX** weeks of the last examination.
- 2.17 Once the examinations timetable has been set and circulated changes to the timetable, examination groups and other matters relating to the conduct of the examinations will only be granted on compassionate grounds, or unforeseen circumstances at the examination site.
- 2.18 **ONE** week after enrolment is complete the Course Director will confirm the following information to the Examinations Co-ordinator:
- The names and addresses of Candidates entered for the examinations. The names should be in the form required to be printed on Candidates' certificates should they be successful.
  - Any special needs of the Candidates. (See Section 8).
- 2.19 The Course Director will confirm the following information to the Examinations Co-ordinator the suggested examinations groups for the practical assessment.
- 2.20 The Examinations Co-ordinator will have allocated unique candidate numbers to all Candidates and informed both the Chief Examiner and the Course Director of these.

## **CRITERIA**

2.21 The examination will consist of **TWO** modules of equal weighting, both of which must be successfully completed:

- 1) An unseen written paper taken under test conditions.
- 2) A practical assessment for the selected examination site, or walking route, or (exceptionally), a fixed moving vehicle route.

Details of the modules are outlined below:

**MODULE ONE:** An unseen WRITTEN PAPER taken under test conditions, to be completed within **ONE** hour.

2.22 A compiler, who will be independent of the Course Director and tutors, will write the paper. The compiler will normally be a local expert, and need not be a working tourist guide. On appointment, the compiler will be sent a copy of the Guidance Notes for Compilers of Written Papers (Appendix B) and the Guidance Notes for Markers of Written Papers (Appendix C).

2.23 The Course Director will provide to the Examinations Co-ordinator all aides-memoires, handouts and sample questions as soon as possible at the start of the course. Delay in providing this information may result in the examinations being delayed.

2.24 As soon as the Examinations Co-ordinator receives the above information from the Course Director they will provide the compiler with:

- A copy of the syllabus.
- Sample questions submitted by tutors and other training programme material, such as handouts and aides-memoires provided by the Course Director.
- Past papers, if available.

2.25 The paper should reflect the whole of the syllabus as accredited, and a copy will be lodged with the Examinations Co-ordinator. It will consist of between 75 and 100 short questions, requiring one-word, short-phrase or short-sentence answers to be completed within **ONE** hour.

2.26 The draft paper will be moderated and approved by the Chief Examiner and a final version agreed at least **TWO** weeks before the date of the first examination. (See Appendix D for the Role of the Moderator).

2.27 The Examinations Co-ordinator will liaise with the Course Director and Chief Examiner to ensure invigilators are appointed to oversee the written examinations. The Institute's best practice recommendation is for two invigilators to be appointed who are independent of the Course Director.

2.28 On the next working day following the day of the examination the Examinations Co-ordinator will email a hard copy of the examination paper (without answers) to the Course Director.

## CONDUCT OF EXAMINATION

- 2.29 The Examinations Co-ordinator will provide sufficient copies of the paper to the lead invigilator at least **TWO** days before the examination, together with a list of Candidates, their unique candidate numbers, and a list of those Candidates who are eligible for 25% extra time. (See Section 8). Posting of all papers will be by Registered Post or Special Delivery.
- 2.30 On the day of the examination the invigilators will record the names of Candidates who attend. No mobile phones or other electronic devices may be brought into the examination room. (See Appendix E for Instructions for Invigilators).
- 2.31 Candidates who arrive more than 30 minutes after the start of the examination will not be admitted to the examination, and will be assessed as having failed. Candidates may not leave the examination room until the end of the exam.
- 2.32 The invigilator will ensure that the correct unique candidate number only (not the name of Candidates) is entered on the top right-hand corner of the first and every page of the answer booklet including any loose sheets. (See also Section 8 for Equal Opportunities and Special Needs).
- 2.33 Immediately after the examination, the Invigilator will send, by special delivery, the completed papers together with a full list of candidate numbers to the marker in the envelopes provided, together with a report of any physical or other problems encountered on the day and a list of any Candidates who failed to attend.

## MARKING

- 2.34 The papers will normally be marked by the compiler (see Appendix C for Guidance Notes for Markers of Written Papers) who will submit a short written report to the Chief Examiner indicating the overall spread of marks and any problems with any question or questions. The report should also include:
- The number of Candidates entered for the examination.
  - The number of Candidates who sat the examination.
  - The marks awarded for all Candidates.
  - The number of successful Candidates and the number of Candidates who failed.
  - Any marking scheme used.
  - Any reported physical or other problems encountered on the day.
- 2.35 The marker will send the marked papers to the Chief Examiner for moderation within **TWO** weeks of the examination.

**MODULE TWO:** A PRACTICAL EXAMINATION at the chosen site or on the chosen walking route, or exceptionally on a fixed moving vehicle route.

- 2.36 The Course Director should provide stopping points, instructions and any scope of each stop for approval to the Chief Examiner. The Course Director must ensure that there are sufficient stops for presentations and that the stops proposed afford

sufficient and equal opportunities for the Candidates to demonstrate their knowledge and ability. Where this is not possible (e.g. because of the constraints of the site), additional examiner time (or additional examiners) will be required, the cost of which will be borne by the Candidates or their sponsoring body.

- 2.37 A second examiner may be invited by the Chief Examiner to examine as a local expert – e.g. employee of the site where the examination is being held and where successful Candidates will be guiding. Such examiners will not normally be paid. Their assessment of the Candidates may be taken into account in the Chief Examiner’s report and recommendations to the Qualifications Board.
- 2.38 Tutors on the Candidates’ accredited training programme and those acting as mentors are not eligible for appointment as examiners. Examiners must also declare to the Examinations Co-ordinator or Chief Examiner if they know or are related to any of the Candidates.
- 2.39 Examiners will use the mark sheets provided by the Examinations Co-ordinator. Copies of the mark sheets may be made available to all students during the accredited training programme.
- 2.40 Where possible there should be a maximum of **EIGHT** Candidates in each examination group.
- 2.41 Candidates arriving after the start of a practical examination will not be admitted to the examination, and will be assessed as having failed. This counts as a “Fail” for resit purposes.
- 2.42 At the start of the examination, the examiners will confirm the Candidates’ identity.
- 2.43 Candidates will be called at random and initially will make **TWO** presentations, each one lasting approximately five minutes. If the presentation exceeds six minutes the Candidates should be asked to stop.
- 2.44 Time should be allowed for the possibility of a further presentation by Candidates, at the discretion of the examiners.
- 2.45 Candidates should be aware of any rules of the site, and of site facilities, and should inform the group of these where appropriate.
- 2.46 Candidates are expected to have a full knowledge of the items on the syllabus. They are also expected, through their in-depth knowledge of the route or the site, to bring it to life for their group. They should show understanding of all relevant elements including:
- In the case of a guided walk: historical background, modern development, personalities, flora, fauna, architecture, land use.
  - In the case of a religious building: its history, architecture, decoration, monuments, burials and the religious life today.
  - In the case of a museum or gallery: the history of the building, its architecture, its purpose and how it is funded.

- And be able to explain and interpret what is seen.
- 2.47 Candidates should be given the opportunity to lead the group from one stop to another in order to demonstrate, for example, their group positioning and group control, and their awareness of the surroundings.
- 2.48 Candidates should:
- Always stop and face the group when speaking.
  - Demonstrate that they are mindful of the safety of the group and are aware of hazards.
  - On a guided walk, show awareness of other road and pavement users.
  - Demonstrate their concern for the comfort of the group.
  - Be audible and show awareness of the need to adjust their volume according to conditions.
  - Be able to handle questions confidently and briefly and always repeat the question for the benefit of the whole group.
- 2.49 The use of physical or electronic visual aids (e.g. signs, pictures, photographs, lasers and pointers) during an examination is not permitted.
- 2.50 The audio or visual recording of Candidates' examination performance is not permitted.
- 2.51 Where, exceptionally, Candidates are assessed on a fixed moving vehicle route, the arrangements for such examinations are set out under the relevant module in the Blue Badge section.

## **RESULTS**

- 2.52 The Chief Examiner will present the results for ratification by the Qualifications Board in the form of a full report and in the time frame set out on all aspects of the examination. (See Appendix T).
- 2.53 The Qualifications Board will consider the report and, where the results are ratified, will notify the Board of Directors and the Examinations Co-ordinator accordingly. Candidates are notified of the results by first class post, normally within **SIX** weeks of the final examination. The Course Director is notified of the results at the same time. The results are expressed as a "Pass" or "Fail" in respect of each module, and not as individual percentages.
- 2.54 Unsuccessful Candidates at practical modules will receive feedback after their examinations from the Institute via the Course Director, in the form of individual Evaluation Sheets produced by the Chief Examiner. They will be informed of this procedure at the Chief Examiner's pre-examination briefing.
- 2.55 The Examinations Co-ordinator will prepare certificates for all Candidates who have passed the examinations, which will be signed by or on behalf of the Chair of the Qualifications Board, and, if required, arrange for the manufacture of White Badges which will be presented to the successful Candidates.

- 2.56 The Examinations Co-ordinator will invite all the newly qualified guides to join the Institute as Affiliate Members. Paid membership will commence at the start of the following renewal year.
- 2.57 In the event of a postal delay, and at the request of the Candidates, results may be emailed to the Candidates by the Examinations Co-ordinator.

### **RESIT EXAMINATIONS**

- 2.58 Candidates are required to complete all modules successfully within 12 months of the first examination after the end of the relevant training programme, except in exceptional circumstances at the discretion of the Qualifications Board.
- 2.59 Candidates are entitled to **ONE** opportunity to resit a failed examination.
- 2.60 Practical resits may take place no less than **FOUR** weeks from the date of notification of the examination results. Written resits will normally take place no less than **SIX** months after the notification of results. (see above under Criteria for Candidates who fail to appear).
- 2.61 Examiners who have failed Candidates at a practical module shall not examine the same Candidates at the resit examination.
- 2.62 Resit examinations will take place only as determined by the Institute.

### **APPEALS**

See Section 6.

## **SECTION 3: GREEN BADGE EXAMINATIONS**

### **PRIOR TO EXAMINATIONS COMMITTEE ACTION**

- 3.1 Prior to the accreditation of a course or the running of a course which is under an existing accreditation the Chair of the Accreditation Committee will check with the Examinations Committee to ensure that there are sufficient examiners and compilers in the area covered by the course to be able to examine the course. In the case of a proposed new course it is expected that **EIGHT** weeks' notice will be given to the Examinations Committee. For a reaccreditation **SIX** weeks' notice should be given to allow for checks to be carried out and advertisements to be placed for the post of Chief Examiner.

### **APPOINTMENT OF CHIEF EXAMINER**

- 3.2 After each Green Badge training programme has been accredited by the Institute, advertisements for the post of Chief Examiner will be placed in the Institute's communication to members and other suitable publications.
- 3.3 The Chief Examiner will have wide experience of examining, be a working Blue Badge Guide, be a full member of the Institute, and also be independent of both the training programme and the Candidates. He or she will have completed an Institute examiners' course, be listed on the Institute's register of accredited examiners, and will, where possible, be qualified for the area being assessed. A Chief Examiner should also possess highly-developed report writing and facilitation skills.
- 3.4 Members who wish to be considered for the post of Chief Examiner will be asked to submit a CV and a supporting statement of no more than one side of A4 (size 12 font). These will be assessed by the Examinations Committee, who will make a recommendation to the Qualifications Board who in turn will appoint the Chief Examiner.
- 3.5 On appointment, the Chief Examiner will receive from the Examinations Co-ordinator a copy of the syllabus for all modules.
- 3.6 The Chief Examiner together with the Examinations Co-ordinator will be responsible for all examination arrangements, and will advise on all examination procedures.
- 3.7 The duties and responsibilities of the Green Badge Chief Examiner are set out in Appendix P.

### **EXAMINATION FEES**

- 3.8 Candidates will receive invoices from the Examinations Co-ordinator at least **NINE** weeks before the first examination. The invoice will indicate the Candidates' unique candidate number. (See 3.19).
- 3.9 Examination fees will be paid in full to the Institute at least **SIX** weeks before the date of the examination. Refunds will be given in exceptional circumstances only. Candidates who have not paid the examination fees in full will have their names removed from the examination list and will not be admitted to the examinations.

## ARRANGEMENTS

- 3.10 The Course Director will supply a full list of enrolled Candidates together with a copy of the syllabus to the Examinations Co-ordinator at the start of the accredited training programme and will advise the Examinations Co-ordinator of any changes.
- 3.11 The Examinations Co-ordinator will provide details of examination procedures and arrangements to the Course Director, together with the name and contact details of the appointed Chief Examiner.
- 3.12 The Chief Examiner will agree with the Course Director, in consultation with the Examinations Co-ordinator, the dates and time of all examinations.
- 3.13 The Course Director will agree with the Chief Examiner the stopping points, instructions and any scope of each stop for presentations at the site and on the walking route, to be covered in the examinations. The Course Director must ensure that there are sufficient stops for presentations and that the stops proposed afford sufficient and equal opportunities for the Candidates to demonstrate their knowledge and ability. This information may be disclosed to the students at such times as the Course Director sees fit, but no later than **THREE** months before the examinations.
- 3.14 The Chief Examiner will notify the Examinations Co-ordinator when to send out the dates of the examinations. This will be done at the earliest possible opportunity.
- 3.15 Candidates are required to take all written and practical examinations at the first opportunity offered by the Institute. Failure to attend any examination offered, including a resit examination, will be recorded as a "Fail", except in exceptional circumstances. (See also Section 9).
- 3.16 Once the examinations timetable has been set and circulated, changes to the timetable, examination groups and other matters relating to the conduct of the examinations will only be granted on compassionate grounds, or unforeseen circumstances.
- 3.17 At least **THREE** months before the first examination the Course Director will confirm to the Examinations Co-ordinator the suggested examination groups for practical assessment,
- 3.18 The Chief Examiner will at the same time confirm the names of the Candidates of each examination group to the Course Director. Where possible there should be a maximum of **EIGHT** Candidates in each examination group.
- 3.19 The Examinations Co-ordinator will allocate a unique candidate number to Candidates and inform both the Chief Examiner and the Course Director of these.

## CRITERIA

- 3.20 The Examination will consist of **FOUR** modules of equal weighting, all of which must be successfully completed.
- 1) An unseen written paper taken under test conditions.
  - 2) A Tour Planning Project.

- 3) A practical assessment for the selected examination walking route.
- 4) A practical assessment for the selected examination site.

Details of each of these **FOUR** modules are outlined below:

**MODULE ONE:** An unseen WRITTEN PAPER in two sections taken under test conditions, to be completed in **TWO** hours.

- 3.21 The examination paper will be written by a compiler, appointed by the Examinations Committee, on the recommendation of the Chief Examiner, who will be independent of the Course Director and any tutors involved in the accredited training programme. The compiler will normally be a local expert, and need not necessarily be a working tourist guide. The compiler should be appointed for one examination only in the first instance, and may be reappointed for a further two examinations. On appointment, the compiler will be sent a copy of the Institute Guidance Notes for Compilers of Written Papers (Appendix B) and the Guidance Notes for Markers of Written Papers (Appendix C).
- 3.22 The Course Director will provide to the Examinations Co-ordinator sample questions submitted by tutors, and other training programme material such as handouts and aides-memoires from tutors and lecturers, at least **SEVEN** weeks before the examinations.
- 3.23 **SIX** weeks before the examinations, the Examinations Co-ordinator will provide the compiler with:
  - A copy of the syllabus.
  - Sample questions submitted by tutors and other training programme material (such as handouts and aides-memoires) provided by the Course Director.
  - Past examination papers, if available.
- 3.24 The paper should reflect the whole of the syllabus as accredited.

SECTION A will consist of 100 short questions requiring one-word, short-phrase or short-sentence answers, worth one mark each.

SECTION B will comprise **THREE** long answer questions, which should be answered in note form or as bullet points, from a choice of **SIX**. Each long answer question will be marked out of a total of 25 marks.

The pass mark will normally be 60% of the total available marks. Where questions are disregarded, Candidates' percentages will be calculated by dividing the number of marks awarded by the total number of questions then remaining.

- 3.25 The City of London examinations are set as follows:

SECTION A will consist of 50 short questions requiring one-word, short-phrase or short sentence answers, worth one mark each, which should reflect the syllabus as accredited.

SECTION B will comprise **FOUR** long answer questions, which should be answered in note form or as bullet points, from a choice of **FOUR** sections each containing two questions, which should reflect the syllabus as accredited.

- 3.26 The compiler will send the draft paper to the Examinations Co-ordinator **FOUR** weeks before the examination date to forward to the moderator.
- 3.27 The draft paper will be moderated and approved by the Chief Examiner and a final version agreed with the compiler at least **TWO** weeks before the date of the examination. (See Appendix D for the Role of Moderator). The Chief Examiner will send the final paper to the Examinations Co-ordinator at least **TWO** weeks before the examination.
- 3.28 The Course Director will notify the name and contact details of two independent invigilators (unconnected with the accredited training programme) to the Examinations Co-ordinator at least **FOUR** weeks before the examination. One of the Invigilators will be the designated 'lead' invigilator. In some cases, the Examinations Co-ordinator may supply invigilators.
- 3.29 On the next working day following the day of the examination, the Examinations Co-ordinator will email a copy of the Examination paper (without answers) to the Course Director.

#### CONDUCT OF EXAMINATION

- 3.30 The Examinations Co-ordinator will provide sufficient copies of the paper to the lead invigilator at least **TWO** days before the date of the examination together with a list of Candidates, their unique candidate numbers, and a list of those Candidates who are eligible for 25% extra time. (See Section 8). Posting of all papers will be by Registered Post or Special Delivery. The reporting forms for the invigilators will be included in this pack.
- 3.31 On the day of the examination the invigilators will record the names of Candidates who attend. Candidates will be required to show their Institute student photo card as evidence of their identity. Failure to do so may result in Candidates being excluded from the examination. No mobile phones or other electronic devices may be brought into the examination room. (See Appendix E for the Instructions for Invigilators).
- 3.32 Candidates who arrive more than 30 minutes after the start of the examination will not be admitted to the examination, and will be assessed as having failed. Candidates may not leave the examination room during the first 30 minutes and the last 30 minutes of the examination.
- 3.33 The invigilator will ensure that the correct candidate number only (not the names of Candidates) is entered on the top right-hand corner of the first and every page of the answer booklet including any loose sheets.
- 3.34 Immediately after the examination, the Invigilator will send, by special delivery, the completed papers with a full list of Candidates to the marker in the envelopes provided, together with a report on any physical or other problems encountered on

the day and a list of any Candidates who failed to attend.

## MARKING

- 3.35 The papers will normally be marked by the compiler (see Appendix C for the Guidance Notes for Markers of Written Papers) who will submit a written report to the Chief Examiner indicating the overall spread of marks and any problems with any question or questions. The report should also include:
- The number of Candidates entered for the examination.
  - The number of Candidates who sat the examination.
  - The marks awarded for each of the Candidates.
  - The number of successful Candidates and the number of Candidates who failed.
  - Any marking scheme used
  - Any reported physical or other problems encountered during the day.
- 3.36 Within **TWO** weeks of the examination the marker will send the marked papers to the Chief Examiner for moderation, who will scrutinise a sample of scripts, including all the papers marked as “Fail”. (See Appendix D for the Role of the Moderator).

## MODULE TWO: A TOUR PLANNING PROJECT

- 3.37 Candidates will be assessed on their ability to plan a half-day tour in the area under examination for a group of people of the candidate’s nationality, of mixed ages and including a wheelchair user with a carer. It will comprise two elements: a guided walk and a visit to a site. Course Directors must give students a choice of **THREE** project themes from which students may choose one. Themes will have been agreed with the Chief Examiner in advance.
- 3.38 The guided walk will be in a part of a town, a city, in the countryside or any public area, usually where no admission is charged. It will not take place principally at an interior site. The site visit will include a guided tour of the site. Where, exceptionally, it is not possible to conduct a guided tour throughout the entire visit, the project should:
- Make clear how the guide will prepare the group for that visit, including relevant health and safety and comfort aspects including where a ‘reasonable adjustment’ has been made in respect of the person with a disability.
  - Give a comprehensive introduction.
  - Indicate details of the commentary where it is possible to guide.
  - Advise the arrangements for the end of the tour.
- 3.39 The project should not exceed 1,500 words.
- 3.40 Candidates will be required to submit their projects to the Examinations Co-ordinator at a date set by the Chief Examiner. The time allowed for completion of the project is **TWO** months from the date of notification of the title options.
- 3.41 The project will be marked by a marker nominated by the Chief Examiner and agreed by the Examinations Committee. Projects will be assessed as either a “Pass” or “Fail” and will be moderated by the Chief Examiner.

- 3.42 Working Green Badge guides who have completed an Institute accredited Green Badge project, and who are seeking a further Green Badge qualification in a different area, will not need to complete a tour planning project for the new Green Badge area.
- 3.43 Working Blue Badge guides who have completed an Institute accredited Blue Badge project, and who are seeking a Green Badge qualification, will not need to complete a tour planning project for the Green Badge area.
- 3.44 Candidates should be advised to make a copy of the project submitted as the project will not be returned.

**MODULE THREE:** A PRACTICAL EXAMINATION of a guided tour at the chosen SITE, which may be exterior, interior or a combination of both.

**MODULE FOUR:** A PRACTICAL EXAMINATION for the chosen ROUTE, which will be a WALKING TOUR.

- 3.45 The Course Director will submit the accredited site and walking route, together with the proposed stops for presentations to be covered in the examination, to the Chief Examiner for approval. The Course Director must ensure that there are sufficient stops for presentations and that the stops proposed afford sufficient and equal opportunities for the Candidates to demonstrate their knowledge and ability.
- 3.46 Each group of Candidates will be examined by two examiners, one of whom will usually be the Chief Examiner. Examiners will be nominated by the Chief Examiner and approved by the Examinations Committee from the Institute's register of accredited examiners who are full or associate members of the Institute, independent of the accredited training programme and, where possible, qualified for the area of study.
- 3.47 On occasion, a guest examiner who will generally be connected with the site being examined may be invited to observe the examinations.
- 3.48 With the agreement of the Chief Examiner, one observer may be invited to attend a practical examination. This will usually be a newly-accredited examiner who wishes to shadow more experienced examiners. The appointment of a shadow examiner is made via the Examinations Co-ordinator.
- 3.49 Tutors on the Candidates' accredited training programme and those acting as mentors are not eligible for appointment as examiners. Examiners must disclose to the Examinations Co-ordinator or Chief Examiner if they know or are related to any of the Candidates. Lecturers who know the students well should also not be used as examiners.
- 3.50 Examiners will use the mark sheets provided by the Examinations Co-ordinator. Copies of the mark sheets may be made available to all students during the training programme.
- 3.51 Wherever possible, there should be a maximum of **EIGHT** Candidates in each examination group.

- 3.52 Candidates arriving after the start of a practical examination will not be admitted to the examination, and will be assessed as having failed.
- 3.53 At the start of the examination, the Examiners will confirm that the Candidates' identity corresponds to the Institute student photo card which they are instructed to bring with them. Failure to do so may result in Candidates being excluded from the examination.
- 3.54 Candidates will be called at random and initially will make **TWO** presentations, each one lasting approximately **FIVE** minutes. Candidates who exceed **SIX** minutes should be asked to stop.
- 3.55 Time should be allowed for the possibility of a further presentation by Candidates, at the discretion of the examiners.
- 3.56 Candidates should be aware of any rules of the site and of site facilities, and should inform the group of these where appropriate.
- 3.57 Candidates are expected to have a full knowledge of the items on the syllabus. They are also expected, through their in-depth knowledge of the route or the site, to bring it to life for their group. They should show understanding of all relevant elements including:
- In the case of a guided walk: historical background, modern development, personalities, flora, fauna, architecture, land use.
  - In the case of a religious building: its history, architecture, decoration, monuments, burials and the religious life today.
  - In the case of a museum or gallery: the history of the building, its architecture, its purpose and how it is funded.
  - And be able to explain and interpret what is seen.
- 3.58 Candidates should be given the opportunity to lead the group from one stop to another in order to demonstrate, for example, their group positioning and group control, and their awareness of the surroundings.
- 3.59 Candidates should:
- Always stop and face the group when speaking.
  - Demonstrate that they are mindful of the safety of the group and are aware of hazards.
  - On a guided walk, show awareness of other road and pavement users.
  - Demonstrate their concern for the comfort of the group.
  - Be audible and show awareness of the need to adjust their volume according to conditions.
  - Be able to handle questions confidently and briefly and always repeat the question for the benefit of the whole group. Candidates are expected to be able to answer the question, which will be restricted to the topics on the syllabus for this stop.
- 3.60 The use of physical or electronic visual aids (e.g. signs, pictures, photographs, lasers

and pointers) during an examination is not permitted.

- 3.61 The audio or visual recording of Candidates' examination performance is not permitted.

## **RESULTS**

- 3.62 The Chief Examiner will present the results for ratification by the Qualifications Board in the form of a full report on all aspects of the examination.

- 3.63 The Qualifications Board will consider the report and, where the results are ratified, will notify the Board of Directors and the Examinations Co-ordinator accordingly. Candidates are notified of the results by first class post, normally within **SIX** weeks of the final examination. The Course Director is notified of the results at the same time. The results are expressed as a "Pass" or "Fail" in respect of individual modules, and not as individual percentages.

- 3.64 Unsuccessful Candidates at practical modules will receive feedback after their examinations. The Chief Examiner will send individual evaluation sheets to the Course Director, or in the case of External Candidates to the Examinations Co-ordinator to be passed on to such Candidates.

- 3.65 The Examinations Co-ordinator will prepare certificates for all Candidates who have passed the examinations, which will be signed by or on behalf of the Chair of the Qualifications Board, and arrange for the manufacture of Green Badges which will be presented to the successful Candidates.

- 3.66 The Examinations Co-ordinator will invite all the newly qualified guides to join the Institute as Associate Members, by sending information about the Institute and a direct debit mandate form. Paid membership will commence at the start of the following renewal year.

- 3.67 In the event of a postal delay, and at the request of the Candidates, results may be emailed to Candidates by the Examinations Co-ordinator.

## **RESIT EXAMINATIONS**

- 3.68 Candidates are required to complete all modules successfully within 24 months of the first examination after the end of the relevant training programme, except in exceptional circumstances at the discretion of the Qualifications Board.

- 3.69 Candidates are entitled to **ONE** opportunity to resit a failed examination.

- 3.70 Practical resits may take place no less than **EIGHT** weeks from the date of notification of the examination results. Written resits will normally take place no less than **SIX** months after notification of results. (See under Criteria above for Candidates who fail to appear).

- 3.71 In the case of project resits, Candidates will be given **ONE** opportunity to resit. They may re-submit the same project or they may choose one of the other titles from the list originally given. They have **TWO** months to complete the project from the date that they are informed that they have failed. Candidates will need to pay a fee as

determined by the Treasurer for the marking of the project.

3.72 Resit examinations will take place only as determined by the Institute.

3.73 Candidates at all resit examinations will pay the current fee applicable.

3.74 Examiners who have failed Candidates at a practical module will not examine the same Candidates at the resit examination.

3.75 Candidates must confirm, in writing to the Examinations Co-ordinator, their wish to retake examinations no more than **TWO** weeks after the results are published. If they do not, they will not be able to retake any examinations until the next time the course and exams are run.

## **APPEALS**

See Section 6.

## **SECTION 4: BLUE BADGE EXAMINATIONS**

### **PRIOR TO EXAMINATIONS COMMITTEE ACTION**

- 4.1 Prior to the accreditation of a course or the running of a course which is under an existing accreditation the Chair of the Accreditation Committee will check with the Examinations Committee to ensure that there are sufficient examiners and compilers in the area covered by the course to be able to examine the course. In the case of a proposed new course it is expected that **EIGHT** weeks' notice will be given to the Examinations Committee. For a reaccreditation **SIX** weeks' notice should be given to allow for checks to be carried out and advertisements to be placed for the post of Chief Examiner.

### **APPOINTMENT OF CHIEF EXAMINER**

- 4.2 After each Blue Badge training programme has been accredited by the Institute, advertisements for the post of Chief Examiner will be placed in the Institute's communication to members and other suitable publications.
- 4.3 The Chief Examiner will have wide experience of examining, be a working Blue Badge Guide, be a full member of the Institute, and also be independent of both the accredited training programme and the Candidates. He or she will have completed an Institute examiners' course, be listed on the Institute's register of accredited examiners, and will where possible be qualified for the area being assessed. A Chief Examiner should also possess highly-developed report writing and facilitation skills.
- 4.4 Members who wish to be considered for the post of Chief Examiner will be asked to submit a CV and a supporting statement of no more than one side of A4 (size 12 font). These will be assessed by the Examinations Committee, who will make a recommendation to the Qualifications Board who in turn will appoint the Chief Examiner.
- 4.5 On appointment, the Chief Examiner will receive from the Examinations Co-ordinator a copy of the syllabus for all modules.
- 4.6 The Chief Examiner together with the Examinations Co-ordinator will be responsible for all examination arrangements, and will advise on all examination procedures.
- 4.7 The duties and responsibilities of the Chief Examiner are set out in Appendix Q for Blue Badge Chief Examiner and Appendix R for Blue Badge Chief Examiner (London).

### **EXAMINATION FEES**

- 4.8 Candidates will receive invoices from the Examinations Co-ordinator at least **NINE** weeks before the first examination. The invoice will indicate the Candidates' unique candidate number. (See 4.22).
- 4.9 Examination fees will be paid in full to the Institute at least **SIX** weeks before the date of the examination. Refunds will be given in exceptional circumstances only.

Candidates who have not paid the examination fees in full will have their names removed from the examination list and will not be admitted to the examinations.

## **ARRANGEMENTS**

- 4.10 The Course Director will supply a full list of enrolled students together with a copy of the syllabus to the Examinations Co-ordinator at the start of the accredited training programme and will advise the Examinations Coordinator of any changes.
- 4.11 The Examinations Co-ordinator will provide details of examination procedures and arrangements to the Course Director, together with the name and contact details of the appointed Chief Examiner.
- 4.12 The Chief Examiner will agree with the Course Director, in consultation with the Examinations Co-ordinator, the dates and time of all examinations.
- 4.13 The Course Director will agree with the Chief Examiner the specific sites and walking routes, with stopping points, instructions and any scope of each stop for presentations, to be covered in the examinations. This information may be disclosed to the students at such times as the Course Director sees fit, but no later than **THREE** months before the examinations. At the same time the Chief Examiner will send the information to the Examinations Co-ordinator who will circulate the details to External Candidates immediately.
- 4.14 For examinations outside London, the Course Director will also agree with the Chief Examiner the coach route or routes to be covered. This information may be disclosed to the Candidates no earlier than **SIX** weeks before the date of the examinations. At the same time the Chief Examiner will send the information to the Examinations Co-ordinator who will circulate the details to External Candidates immediately. For the London examination, Candidates will not be informed in advance of the coach route or routes to be covered.
- 4.15 The Chief Examiner will notify the Examinations Co-ordinator when to send out the dates of the examinations. This will be done at the earliest possible opportunity.
- 4.16 Candidates are required to take all written and practical examinations at the first opportunity offered by the Institute. Failure to attend any examination offered, including a resit examination, will be recorded as a "Fail", except in exceptional circumstances. (See also Section 9).
- 4.17 Once the examinations timetable has been set and circulated, changes to the timetable, examination groups and other matters relating to the conduct of the examinations will only be granted on compassionate grounds, or unforeseen circumstances.
- 4.18 One week after registration is complete the Course Director will confirm the following information to the Examinations Co-ordinator:
- The names and addresses of Candidates entered for the examination (the names should be in the form required to be printed on their certificates should they be successful).
  - Special needs of Candidates, if any. (See Section 8).

- Details of Candidates' first language.
- 4.19 External Candidates should confirm the following information to the Examinations Co-ordinator on registration:
- Their names in the form required to be printed on their certificates should they be successful.
  - Special needs of External Candidates, if any. (See Section 8).
  - Details of their first language
- 4.20 By the third week following the Course Director supplying all the above information, the Examinations Co-ordinator will issue Institute student photo cards to Candidates. In the case of those Candidates on Institute accredited training programmes this will be via the Course Director. In the case of External Candidates the student photo cards will be posted to their registered address.
- 4.21 At least **THREE** months before the first examination the Course Director will confirm the following information to the Examinations Co-ordinator the suggested examinations groups for the practical assessments.
- 4.22 The Examinations Co-ordinator will allocate unique candidate numbers to all Candidates and inform both the Chief Examiner and the Course Director of these.
- 4.23 At least **TEN** weeks before the examinations, the Course Director will provide to the Examinations Co-ordinator sample questions submitted by tutors, other training programme material such as handouts and aides-memoires from tutors and lecturers, and details of routes taken to and from sites on coach practicals, and walking tour routes.
- 4.24 The Chief Examiner will at the same time confirm the names of the Candidates of each examination group.

## **CRITERIA**

- 4.25 The examination will consist of at least **EIGHT** modules of equal weighting. **FOUR** of these are written and **FOUR** are practical assessments. In some areas (e.g. London) it has been found necessary to include additional modules. All modules must be successfully completed.

The individual modules are:

**MODULE ONE:** An unseen written paper taken under test conditions on the subject of background knowledge (Paper One)

**MODULE TWO/THREE:** Two unseen written papers taken under test conditions on the subject of the area being studied (Papers Two and Three)

**MODULE FOUR:** A tour planning project.

**MODULE FIVE:** A practical assessment on the selected examination walking route.

MODULE SIX: A practical assessment in the selected religious building.

MODULE SEVEN: A practical assessment in the selected museum or gallery.

MODULE EIGHT: A practical assessment on a moving vehicle in the area being studied.

4.26 Written examinations will be held, with the exception of the Background Knowledge paper, at one location. Candidates will be expected to make suitable arrangements to attend examinations on time. Details of the modules are below.

### **WRITTEN ASSESSMENTS:**

**MODULE ONE:** an unseen WRITTEN PAPER on the subject of Background Knowledge taken under test conditions, to be completed in **TWO** hours.

4.27 It will be written by a compiler, appointed by the Examinations Committee on the recommendation of the Chief Examiner - London, who will be independent of all Course Directors and any tutors involved in any Blue Badge accredited training programme running at the time whose students will be Candidates for the examination. The compiler will be asked to prepare a primary paper for the examination. The compiler, whenever possible, should have previous experience of compiling other papers, either for the Institute or for other examining bodies, and might also have had moderating experience. The compiler should be appointed for one examination only in the first instance, and may be reappointed for a further two examinations. On appointment, the compiler will be sent a copy of the Guidance Notes for Compilers of Written Papers (Appendix B), the Guidance Notes for Markers of Written Papers (Appendix C), and the Content and Allocation of Question Categories (Appendix A).

4.28 The paper should reflect the whole of the syllabus. It will consist of 200 short answer questions (requiring a word or sentence). They will be in categories matching the syllabus (see Appendix A). All questions will be compulsory and each carries one mark.

4.29 The pass mark will normally be 60% of the total available marks. Where questions are disregarded, Candidates' percentages will be calculated by dividing the number of marks awarded by the total number of questions available.

4.30 The compiler will send the draft paper to the Examinations Co-ordinator **SIX** weeks before the examination date to forward to the moderator.

4.31 The draft paper will be moderated and approved by at least two moderators, appointed by the Examinations Committee, on the nomination of the Chief Examiner – London. (See Appendix D for the Role of Moderators of Written Papers).

4.32 A final version will be agreed with the compiler at least **FOUR** weeks before the date of the examination. The moderators will send the final paper to the Examinations Co-ordinator at least **FOUR** weeks before the planned date for the examination.

- 4.33 Blue Badge students only need to take and pass this paper **ONCE**. A Pass in this paper remains valid throughout an individual's career. Working Blue Badge tourist guides subsequently seeking qualification in another area will not need to sit this paper again.

**MODULES TWO AND THREE:** unseen WRITTEN EXAMINATIONS taken under test conditions on the subject of Regional Knowledge.

- 4.34 Papers Two and Three will be sat separately and will in total comprise:
- A minimum of 200 short questions requiring one-word, short-phrase or short-sentence answers, worth one mark each.
  - Four long answer questions which should be answered in note form or as bullet points, from a choice of at least eight on a wide range of subjects related to the area of study. Each long answer question will be marked out of a total of 25 marks.

The total time allowed is **TWO** hours per paper.

- 4.35 These two papers should reflect the character of the area, and may be distinguished either on the grounds of subject matter (e.g. one on the north of the area, one on the south), or in the format set out in 4.34 above (e.g. one comprising short questions and one long answer questions).
- 4.36 The pass mark will normally be 60% of the total available marks. Where questions are disregarded, Candidates' percentages will be calculated by dividing the number of marks awarded by the total number of questions then remaining.
- 4.37 It is the policy of the Institute that the written papers should examine and test Candidates' knowledge of
- (a) region-wide issues relating to the syllabus such as history, landscape and agriculture, literature, historical and contemporary figures, economy and commerce;
  - (b) specific individual sites from across the whole region – such as museums, galleries, churches, other religious sites, towns, villages and gardens. Long answer topics should therefore wherever possible seek to elicit knowledge of areas, sites and locations not covered by the practical examinations.
- 4.38 The papers will be written by compiler(s) nominated by the Chief Examiner and appointed by the Examinations Committee, who will be independent of the Course Director and any tutors/Candidates involved in the Institute accredited training programme. The compiler will normally be a local expert and need not necessarily be a working tourist guide. The compiler should be appointed for one examination only in the first instance, and may be reappointed for a further two examinations. On appointment, the compiler will be sent a copy of the Institute Guidance Notes for Compilers of Written Papers (Appendix B) and the Guidance Notes for Markers of Written Papers (Appendix C).
- 4.39 **SIX** weeks before the examinations, the Examinations Co-ordinator will provide the compiler with:

- A copy of the syllabus.
  - Sample questions submitted by tutors and other training programme material (such as handouts and aides-memoires) provided by the Course Director.
  - Routes taken to and from sites on coach practicals, and walking tour routes, provided by the Course Director.
  - Past examination papers, if available.
- 4.40 The compiler(s) will send the draft papers to the Examinations Co-ordinator **FOUR** weeks before the examination date to forward to the moderator.
- 4.41 The draft papers will each be moderated and approved by the Chief Examiner and one other moderator appointed by the Examinations Committee, and a final version agreed with the compiler at least **TWO** weeks before the date of the examination.
- 4.42 The Chief Examiner will send the moderated paper to the Examinations Co-ordinator at least **TWO** weeks before the examination.
- 4.43 On the next working day following the day of the examination, the Examinations Co-ordinator will email a copy of the examination paper (without answers) to the Course Director.

#### CONDUCT OF ALL WRITTEN EXAMINATIONS (Modules One, Two and Three)

- 4.44 The Examinations Co-ordinator will appoint two independent invigilators for each agreed examination centre. External Candidates will be allocated to an appropriate examination centre and added to the list of Candidates at that centre by the Examinations Co-ordinator.
- 4.45 The Examinations Co-ordinator will provide sufficient copies of the papers and a full list of Candidates to the lead invigilator for each examination centre at least **TWO** days before the date of the examination, together with a list of Candidates, their unique candidate numbers, and the names of those Candidates entitled to 25% extra time. (See Section 8). The reporting forms for the invigilators will also be in the pack. One of the invigilators will be the designated 'lead' invigilator. (See Appendix E for the Instructions for Invigilators).
- 4.46 Candidates who arrive more than 30 minutes after the start of the examination will not be admitted to the examination, and will be assessed as having failed. Candidates may not leave the examination room during the first 30 minutes and the last 30 minutes of the examination.
- 4.47 On the day of the examination the lead invigilator will record the names of the Candidates who attend. Candidates will be required to show their Institute student photo card as evidence of their identity. Failure to do so may result in Candidates being excluded from the examination. No mobile phones or other electronic devices may be brought into the examination room. (See Section 8).

- 4.48 The lead invigilator will ensure that the correct candidate number only (not the names of Candidates) is entered on the top right-hand corner of the first and every page of the answer booklet including any loose sheets.
- 4.49 Immediately after the examination, the lead invigilator will send the completed papers, by special delivery in the envelope provided, to the marker for marking, together with a report of any physical or other problems encountered during the examination and a list of any Candidates who failed to attend.

#### MARKING OF MODULES ONE, TWO AND THREE

- 4.50 The papers will normally be marked by the respective compiler (see Appendix C for the Guidance Notes for Markers of Written Papers who will submit a written report to the Chief Examiner indicating the overall spread of marks and any problems with any question or questions and any reported physical or other problems encountered on the day. The report should also include:
- The number of Candidates entered for the examination.
  - The number of Candidates who sat the examination.
  - The marks awarded for each of the Candidates.
  - The number of successful Candidates and the number of Candidates who failed
  - The marking scheme used.
  - Any reported physical or other problems encountered during the day.
- 4.51 The marker will send the marked papers to the Chief Examiner for moderation within **TWO** weeks of the examination. The Chief Examiner, together with the appointed moderator, will scrutinise a sample of scripts, including all the papers marked as “Fail”. (See Appendix D for the Role of the Moderator).

#### **MODULE FOUR: A TOUR PLANNING PROJECT**

- 4.52 Candidates will be assessed on their ability to plan a full day’s tour within the region under examination, for a group of people of the candidate’s nationality, of mixed ages and including a wheelchair user with a carer. It will comprise three elements: a guided walk, a visit to a site and a coach tour.
- 4.53 Candidates on Institute accredited training programmes will be given a choice of **THREE** project themes by the Course Director from which they may choose one. Themes will have been agreed with the Chief Examiner in advance. External Candidates will be provided with the brief and the project themes by the Examinations Co-ordinator at the same time.
- 4.54 The guided walk will be in a part of a town, a city, in the countryside or any public area, usually where no admission is charged. It will not take place principally at an interior site.
- 4.55 The site visit will include a guided tour of the site. Where, exceptionally, it is not possible to conduct a guided tour throughout the entire visit, the project should:

- Make clear how the guide will prepare the group for that visit, relevant health and safety and comfort aspects, including where a reasonable adaptation has been made in respect of the person with a disability. Candidates can assume that the wheelchair user is able to board a standard coach.
- Give a comprehensive introduction.
- Indicate details of the commentary to be given, in areas where it is possible to guide.
- Advise the arrangements for the end of the tour.

4.56 The project should not exceed 3,000 words.

4.57 A sample project brief, which will vary from year to year, can be found under Appendix G.

4.58 Candidates will be required to submit their projects to the Course Director or in the case of External Candidates to the Examinations Co-ordinator. The time allowed for completion of the project is **THREE** months from the date of receiving the title options.

4.59 The project will be marked by a marker nominated by the Chief Examiner and agreed by the Examinations Committee. Projects will be assessed as either a “Pass” or “Fail” and will be moderated by the Chief Examiner.

4.60 Candidates should be advised to make a copy of the project submitted as projects will not be returned.

4.61 Working Blue Badge guides who have completed an Institute accredited Blue Badge project, and who are seeking a further Blue Badge qualification, will not need to complete a tour planning project again.

#### **PRACTICAL ASSESSMENTS:**

4.62 The practical examinations covering the walking route, the religious site and the gallery/museum (the site examinations) should each be held wherever possible in one of the three or more centres included in the application for accreditation. Ideally, no two site examinations should take place in the same centre.

4.63 The Course Director will submit the specific sites and walking route, with instructions for the stopping points and any scope of each stop for presentations to be covered in the examinations, for approval by the Chief Examiner. The Course Director must ensure that there are sufficient stops for presentations and that the stops proposed afford sufficient and equal opportunities for the Candidates to demonstrate their knowledge and ability.

4.64 Two examiners for each module will be nominated by the Chief Examiner and approved by the Examinations Committee from the register of accredited examiners who are full members of the Institute, independent of the accredited training programme and, where possible, qualified for the area being examined. On occasion, a guest examiner, who will generally be connected with the site being examined, may be invited to observe the examinations.

- 4.65 Tutors on the Candidates' Institute accredited training programmes and those acting as mentors are not eligible for appointment as examiners. Examiners must disclose to the Examinations Co-ordinator or Chief Examiner if they know or are related to any of the Candidates. Lecturers who know the students well should also not be used as examiners.
- 4.66 In the absence of a suitable locally qualified person, the Examinations Committee may appoint examiners who are not qualified in the region they are examining, as long as at least one of the examiners has local knowledge.
- 4.67 With the agreement of the Chief Examiner, one observer may be invited to attend a practical examination. This will usually be a newly-accredited examiner who wishes to shadow more experienced examiners. The appointment of shadow examiners is to be made via the Examinations Co-ordinator.
- 4.68 Examiners will use the mark sheets provided by the Examinations Co-ordinator. Copies of the mark sheets may be made available to all students during the training programme. (See Appendices).
- 4.69 Where possible there should be a maximum of **EIGHT** Candidates in each examination group.
- 4.70 Candidates arriving after the start of a practical examination will not be admitted to the examination, and will be assessed as having failed.
- 4.71 At the start of the examination, the examiners will confirm that the Candidates' identity corresponds to the Institute student photo card which they are instructed to bring with them. Failure to do so may result in Candidates being excluded from the examination.
- 4.72 The use of physical or electronic visual aids (e.g. signs, pictures, photographs, lasers and pointers) during an examination is not permitted.
- 4.73 The audio or visual recording of Candidates' examination performance is not permitted.

**MODULES FIVE, SIX AND SEVEN:** a practical examination on the chosen WALKING TOUR, RELIGIOUS BUILDING (e.g. Cathedral), and MUSEUM or GALLERY.

- 4.74 The Course Director will submit the proposed walking route, or stops in the sites, instructions and any scope of each stop for approval to the Chief Examiner. A good quality sketch map is required and the proposed stops for presentations should be highlighted and sequentially numbered.
- 4.75 Candidates will be called at random and initially will make **TWO** presentations in all, each one lasting approximately **FIVE** minutes. Candidates who exceed **SIX** minutes should be asked to stop

- 4.76 Time should be allowed for the possibility of a further presentation by Candidates, at the discretion of the examiners.
- 4.77 Candidates are expected to have full knowledge of the items on the syllabus. They should show understanding of all relevant elements. This includes the following:
- Walk. An in-depth knowledge of the route, and the ability to bring this to life for their group, historical background, modern development, personalities, flora, fauna, architecture, land use, and be able to explain and interpret what is seen.
  - Religious site - They are also expected, through their in-depth knowledge of the building (including its history, architecture, decoration, monuments, burials, and the religious life today), to bring it to life for their group and be able to explain and interpret what is seen.
  - Museum or gallery - They should in addition have a good knowledge of the history of the building, its architecture, its purpose and how it is funded, and be able to explain and interpret what is seen.
- 4.78 Candidates should be given the opportunity to lead the group from one stop to another in order to demonstrate, for example, their group positioning and group control, and their awareness of the surroundings.
- 4.79 Candidates should:
- Always stop and face the group when speaking.
  - Demonstrate that they are mindful of the safety of the group and are aware of hazards.
  - Show awareness of other road and pavement or site users.
  - Demonstrate their concern for the comfort of the group.
  - Be audible and show awareness of the need to adjust their volume according to the conditions (traffic, road works etc).
  - Show good group positioning and group control.
  - Be able to handle questions confidently and briefly and always repeat the question for the benefit of the whole group. Candidates are expected to be able to answer the question, which should be restricted to the topics on the syllabus for this stop.
  - Be aware of any rules of the site and of site facilities, and should inform the group when appropriate.
  - Be aware of and be sensitive to staff and other users of the site, especially religious sites where people may be at prayer.

**MODULE EIGHT:** a practical examination on a MOVING VEHICLE (e.g. coach) in the area being studied.

- 4.80 Except in the case of the London Blue Badge examination, the Course Director will agree with the Chief Examiner the coach route or routes to be covered **SIX** weeks in advance.

- 4.81 In the case of the London Blue Badge coach examination, the Chief Examiner will decide the routes for the coach for each examination. The routes will not be revealed in advance to the Candidates or the Course Director.
- 4.82 On one examination module, usually on the moving vehicle, the Examinations Committee may appoint a representative from the tourist industry or a user of guide services. Such examiners will not normally be paid.
- 4.83 The chosen route should (except in London) include a mix of urban and rural areas and be of sufficient length to give each of the Candidates an opportunity for a total of **FIFTEEN** minutes in which to make presentations.
- 4.84 Candidates will be called at random and will make **THREE** presentations in all, of varying length, e.g. two minutes, eight minutes, five minutes. The Chief Examiner will arrange for a Co-ordinator who will call up the Candidates at the required times. (This may in some cases be one of the examiners.)
- 4.85 Candidates should have a detailed knowledge of the coach route, showing understanding of all relevant elements, including the important sites, historical background, modern development, personalities involved, flora, fauna and land use. They should present a coherent and entertaining commentary moving smoothly from Top Visual Priorities (TVP) to non-TVP. Their commentary should be based on accurate knowledge, demonstrating sensible selection of material. Whilst not choosing to mention all sites passed, they should point out the most important. Their voices should be pleasant to listen to over several hours.
- 4.86 Candidates should in addition:
- Give clear physical indications (pointing) and clear, accurate verbal indications (“the house with the green door and the sloping red roof on the left” – not simply “the house on the left”); they should not indicate “in front of the coach” or “behind us” or “we have just passed”.
  - Time their indication so that passengers can see clearly what is intended.
  - Be able to give concise information on TVPs and show ability to expand their commentaries when necessary – dependent upon traffic conditions.
  - Demonstrate their concern for the comfort of the group.
- 4.87 Policy on wearing of seat belts on coaches during guide training and examining  
When called to present, Candidates should sit down and fasten their seat belt before starting to address the group. Candidates must at all times comply with the legal requirements of working in a moving vehicle.

## **RESULTS**

- 4.88 The Chief Examiner will present the results for ratification by the Qualifications Board in the form of a full report on all aspects of the examination.
- 4.89 The Qualifications Board will consider the report and, where the results are ratified, will notify the Board of Directors and the Examinations Co-ordinator accordingly. Candidates are notified of the results by first class post, normally within **SIX** weeks after the final examination. The Course Director is notified of the results at the

same time. The results are expressed as a “Pass” or “Fail” in respect of individual modules, and not as percentages.

- 4.90 Unsuccessful Candidates at practical modules will receive feedback after their examinations. The Chief Examiner will send individual evaluation sheets to the Course Director for those Candidates enrolled on the Institute accredited training programme, or in the case of External Candidates to the Examinations Co-ordinator who will forward them to unsuccessful Candidates.
- 4.91 The Examinations Co-ordinator will prepare certificates for all Candidates who have passed the examinations, which will be signed by or on behalf of the Chair of the Qualifications Board, and arrange for the manufacture of Blue Badges which will be presented to the successful Candidates.
- 4.92 The Examinations Co-ordinator will invite all the newly qualified guides to join the Institute as Full Members by sending information on the Institute and a direct debit mandate form. Paid membership will commence at the start of the following renewal year.
- 4.93 In the event of a postal delay, and at the request of Candidates, results may be emailed to the Candidates by the Examinations Co-ordinator.

#### **RESIT EXAMINATIONS**

- 4.94 Candidates are required to complete all modules successfully within 48 months of enrolment date, except in exceptional circumstances at the discretion of the Qualifications Board.
- 4.95 Candidates are entitled to **TWO** opportunities to resit a failed examination except Module 4 (see 4.97).
- 4.96 Practical resits may take place no less than **EIGHT** weeks from the date of notification of the examination results. Written resits will normally take place no less than **SIX** months after notification of results. Second resits will take place no less than **SIX** months after the first resit examination.
- 4.97 In the case of project resits, Candidates will be given only **ONE** opportunity to resit. They may re-submit the same project or they may choose one of the other titles from the list originally given. They have **THREE** months to complete the project from the date they are informed that they have failed. Candidates will need to pay a fee as determined by the Treasurer for the marking of the project.
- 4.98 Resit examinations will take place only at certain points in the year, and only as determined by the Institute.
- 4.99 Candidates at all resit examinations - except Module Eight (moving vehicle) - will pay the current fee applicable.
- 4.100 Candidates for a Module Eight (moving vehicle) resit examination will pay an additional 25% of the main fee for the first resit, and will pay an additional 50% of the main fee for the second resit.

4.101 Examiners who have failed Candidates at a practical module will not examine the same Candidates at the resit examination.

4.102 Candidates must confirm, in writing to the Examinations Co-ordinator no more than **TWO** weeks after the results are published, their wish to retake any examination at the next opportunity as determined by the Institute.

## **APPEALS**

See Section 6.

## **SECTION 5 – LANGUAGE EXAMINATIONS**

The Institute has determined that in order to guide in a foreign language, guides should meet the C1 level as defined by the Common European Framework of Reference for Languages (CEFR). In order to guide in English, guides are required to meet the C2 level as defined by the CEFR. More information about these widely accepted industry standards may be found at <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>.

The Institute will endeavour to hold examinations based on these standards on at least an annual basis. These examinations have been specifically designed by the Institute to meet the requirements of tourist guiding, and will be conducted by suitably qualified examiners based on the assessment criteria which can be found on the Institute's website.

Successful candidates will not receive written certificates but their qualification will be recorded in the Institute's database and included on their membership card. Unsuccessful candidates will be provided with a summary of the areas where improvement is required to meet the relevant standard.

## **SECTION 6: APPEALS**

- 6.1 The Institute shall establish a body, known as the Appeals Panel, to determine examination appeals. The Panel shall comprise a minimum of six members.
- 6.2 The Qualifications Board shall appoint a Co-ordinating Chair whose remit shall be, on receipt of an appeal, to nominate three members from the Panel to assess the appeal. At least one member of the Panel shall be an independent academic.

No member of the Appeals Panel may have a direct interest in the candidate's case as an examiner, compiler or moderator for the candidate's examination that is the subject of the appeal.

- 6.3 A candidate wishing to appeal against the result of their examination may only do so on the grounds indicated below:
- a. that the examination had not been conducted in accordance with the examinations procedure of the Institute such that the result may have been adversely affected;
  - b. that the candidate believed that their performance in the examination had been materially impaired by ill health or other circumstances which the candidate had been unable, for valid reasons, to divulge to the Operations Manager or to an examiner on the day of the examination; or
  - c. that the candidate had reason to believe that one or more of the examiners was prejudiced or biased against them.

The candidate shall within 28 days from the date of notification of results give notice in writing to the Co-ordinating Chair of the Appeals Panel, setting out the full details of their appeal and the reasons why one or more of the grounds indicated above were met.

An appeal will only be deemed valid for consideration when based on one or more of the above grounds.

- 6.4 The appropriate fee, details of which are available from the Operations Manager, must be paid in full at the time the appeal is made.
- 6.5 The remit of the Appeals Panel is to consider whether any of the grounds as stipulated in 6.3 above have been demonstrably met, and whether judgements made were consistent, fair and applied correctly. Its remit does not extend to considering the academic judgement of examiners or other issues of assessment.

The Panel may invite the views of the respective Chief Examiner and other examiners, compilers and moderators, and may call for all relevant documentation from any relevant source as it deems necessary.

- 6.6 The decision of the Appeals Panel on whether or not the appeal is upheld shall be final and shall not be subject to further appeal or challenge.
- 6.7 Where the appeal is upheld, the Appeals Panel may recommend that:

- i. the result of the examination be changed;
- ii. the candidate's work be reassessed; or
- iii. the candidate be given a further opportunity to take the examination, with or without further payment of a fee.

6.8 Where an appeal is upheld, the fee paid under 6.4 above will be refunded.

6.9 The decisions of the Appeals Panel shall be reported by the Co-ordinating Chair to the appellant, the Chair of Qualifications Board, the President of the Institute, the Chair of the Examinations Committee, the relevant Programme Director, the Operations Manager, and the relevant Chief or External Examiner.

## **SECTION 7: EQUAL OPPORTUNITIES AND SPECIAL NEEDS**

- 7.1 The Institute will take account of all current legislation in relation to equality of opportunity.
- 7.2 It is the policy of the Institute to take disabilities into account when assessing Candidates' performance at examinations.
- 7.3 The aim of special examination arrangements is to establish equitable circumstances under which all Candidates can demonstrate their ability and attainment, but not to put any of the Candidates at an advantage or disadvantage.

### **SPECIAL ARRANGEMENTS**

- 7.4 Special arrangements may be put into place for Institute examinations at all levels. These arrangements can cover a variety of requirements such as extra time, the use of a computer (see 8.9 below: Use of Laptop), extended rest breaks etc.
- 7.5 Candidates must identify their special examination needs to the Examinations Co-ordinator no later than **THREE** months before the date of the examination. In the case of those Candidates on Institute accredited training programmes this will normally be done via the Course Director.
- 7.6 It is the responsibility of Candidates to ensure that appropriate professional assessments, and/or medical certificates, to support the need for any special arrangements are given to the Examinations Co-ordinator.
- 7.7 It is the responsibility of Candidates to provide any specialist equipment or in the case of profoundly deaf sign language users to notify the Examinations Co-ordinator of the names of the interpreters they will be employing. The Institute will make reasonable adaptations to enable Candidates to sit Institute examinations.
- 7.8 Any additional time for written examinations depends on the recommendations made in the assessment of individual Candidates or medical certificate. The standard allowance for most Candidates will be an additional 15 minutes per hour (25%).

### **USE OF LAPTOP**

- 7.9 The Institute may permit the use of laptops, provided by the Institute, during written examinations for Candidates with special needs, subject to appropriate supporting medical documentation. Such Candidates will also be entitled to 25% extra time.
- 7.10 The use of a laptop will not be permitted on the grounds of poor handwriting or for Candidates unfamiliar with Roman script.

### **CANDIDATES WHOSE FIRST LANGUAGE IS NOT ENGLISH**

- 7.11 Candidates whose first language is not English will be permitted to bring a bilingual or monolingual dictionary of their choice to the examination room. Such Candidates will be entitled to an additional 15 minutes per hour (25%).

## **SECTION 8: MITIGATING CIRCUMSTANCES**

- 8.1 It is the policy of the Institute to permit, in certain circumstances, special consideration to be given to Candidates who suffer temporary illness, injury or indisposition, be it emotional or physical, that may affect performance at the time of assessment. Special consideration measures will be considered if performance in the examination or in the production of coursework is affected by adverse circumstances beyond their control.
- 8.2 Any special consideration:
- Must treat Candidates fairly.
  - Must not invalidate the assessment requirements set out in the specification for the relevant qualification.
  - Must require Candidate to fully meet the assessment requirements.
  - Must not give any of the Candidates an unfair advantage compared to Candidates for whom special considerations are not being made.
  - Must maintain the relevance, reliability and comparability of the assessment.
- 8.3 All recommendations for special consideration will be submitted to the Qualifications Board for approval by either the Course Director directly or the Chief Examiner (in his or her report on the examinations).
- 8.4 Candidates who miss one or more examination modules as a result of an illness or an accident must notify the Institute as a matter of urgency with immediate effect, and must produce supporting documentation, e.g. medical evidence, as soon as possible and no later than **TWO** weeks of the first examination missed.
- 8.5 Candidates must normally wait to resit examinations at the next available opportunity. In these circumstances, the examination missed will not count as one of the Candidates' consecutive attempts at the examination module.

## APPENDIX A

### **BACKGROUND KNOWLEDGE PAPER: CONTENT AND ALLOCATION OF QUESTION CATEGORIES**

Short answer questions in the following subject proportions. To ensure conformity with the European standard CEN15665 and the Institute's standards, all subject categories should, where possible, be placed in the European context and the intercultural dimension should be explored.

This syllabus will be the foundation upon which detailed regional knowledge can be built. It is not intended that students will incorporate all topics listed into their commentary, but by using this syllabus as a framework for their own research, they should be able to answer visitor questions about a wide range of aspects of life in Britain.

The syllabus is divided into the 17 topics listed below and shows the allocation of marks to each category.

1. **Architecture & Gardens (15)**
2. **Arts: Visual & Applied (15)**
3. **Commerce, Industry & Science (13)**
4. **Constitution, Government & Law (13)**
5. **Cuisine (9)**
6. **Education in England (7)**
7. **Finance & Taxation (5)**
8. **Health, Social Services & Voluntary Sector (7)**
9. **History (22)**
10. **Infrastructure, Housing, Transport & Energy (12).**
11. **Language & Literature (15)**
12. **Monarchy (12)**
13. **Performing Arts & Media (10)**
14. **Physical Geography, Landscape, Countryside & Coastline (24).**
15. **Religion & Multiculturalism (7)**
16. **Sport (7)**
17. **Tourism (7)**

**Total marks = 200**

Where examples are given in brackets, these are simply examples and not a definitive list.

## I. ARCHITECTURE & GARDENS

**General objective: by using this syllabus as a framework for their own research, Candidates will have the knowledge to be able to talk about the physical features of buildings. They should be able to set a building or garden within a time frame or period, justifying this to their audience by reference to that building or garden's distinctive architectural design features. They will also be able to comment in detail about the general construction and function of: castles, churches and medieval cathedrals, the country house and towns as a background to visiting such sites.**

Specific objectives:

Candidates should be able to:

- explain the influence of location and available materials on design and be able to give examples;
- identify different periods of architecture by their style and approximately date buildings by referring to stylistic differences;
- understand the Greek and Roman origins of classical architecture;
- label different features of classical architecture and distinguish between the orders;
- label different features of gothic architecture and be able to distinguish between medieval gothic and 19<sup>th</sup> C gothic;
- describe the evolution of forts, the castle and fortified residences from earthworks to the Napoleonic period;
- explain the principles and symbolism behind the building of medieval churches and cathedrals and what each new development allowed the builders to achieve. e.g. pointed arch; rib vault; flying buttress;
- give examples of major architects in Britain and their work commenting on their style and influence (e.g. Christopher Wren, George Gilbert Scott, Edwin Lutyens, Richard Rogers, Norman Foster);
- outline reasons for the development of the country house - its layout and design together with its relationship to the life of the period;
- outline changes in construction, technology and stylistic variations in the 19<sup>th</sup> -21<sup>st</sup> Cs. Be able to illustrate with examples;
- review a history of garden and landscape development to the present day including major trends, principal personalities (e.g. plant hunters such as the Tradescants, garden makers such as 'Capability' Brown), well-known gardens and parks;
- be aware of the contribution of Carl Linnaeus to botany classification;
- identify the following:
  - monastic gardens
  - Tudor gardens and knot gardens
  - 17<sup>th</sup> & 18<sup>th</sup> C design for royal palaces and stately homes
  - Edwardian gardens
  - contemporary design
- give examples of major garden shows / festivals and be aware of the National Garden Scheme and Royal Horticultural Society

## 2. ARTS: VISUAL & APPLIED

**General objective: by using this syllabus as a framework for their own research, Candidates should be able to recognise features of interior design and furniture from different periods and describe them to visitors; be able to talk generally about painting and sculpture in different periods and developments in fashion.**

Specific objectives:

Candidates should be able to:

- identify the main movements in European art (both sculpture & painting) from medieval until current day;
- explain the main reasons why art changed over time;
- give examples of major portrait artists who worked in the UK, with an outline biography, examples of their work and where it can be seen (e.g. Hans Holbein, Anthony Van Dyck, Thomas Gainsborough, Joshua Reynolds, William Hogarth, Lucien Freud);
- give examples of major British landscape artists with an outline biography, examples of their work and where it can be seen (e.g. JMW Turner, John Constable, David Hockney);
- describe the Pre-Raphaelite movement and some of its major artists;
- state where some of the most important public art collections are located in the UK;
- show awareness of outdoor public art and memorials since the 19C and be able to give examples of work and artists (e.g. Barbara Hepworth, Henry Moore, Anthony Gormley, Anish Kapoor);
- outline the main movements in the development of furniture and interior design in the UK and be able to describe typical features of Tudor, Georgian, Victorian & 20C periods;
- outline the development of fashion in the UK from Tudor times to current day;
- give examples of internationally known British designers since 1950 and describe their style / what they are famous for (e.g. Norman Hartnell; Mary Quant, Vivienne Westwood, Alexander McQueen);
- recognise the place of photography in the visual arts.

## 3. COMMERCE, INDUSTRY and SCIENCE

**General objective: by using this syllabus as a framework for their own research, Candidates should be able to answer questions about where the main commercial, industrial, technological and scientific centres are today in Britain and be able to give reasons why they developed there.**

Specific objectives:

Candidates should be able to:

- give examples of important British scientists, with a brief biography, what they are famous for and where memorials, tombs or examples of their work can be seen (e.g. Isaac Newton; Charles Darwin, Michael Faraday, Francis Crick, Stephen Hawking);

- give examples of important British engineers, with a brief biography, what they are famous for and where memorials, tombs or examples of their work can be seen (e.g. Isambard Kingdom Brunel; Thomas Telford; George Stephenson,);
- give examples of important British inventors and business figures, with a brief biography, what they are famous for and where memorials, tombs or examples of their work can be seen (e.g. Josiah Wedgwood, Henry Royce, William Morris (cars), Joseph Rowntree, Richard Branson, James Dyson, Tim Berners-Lee);
- give examples of major museums and visitor sites to do with science and industrial heritage (e.g. The Science Museum, SS Great Britain, Ironbridge, Railway Museum, Black Country Living Museum);
- give examples of the largest industries (services and manufacture) in Britain today (e.g. healthcare, education, retail, finance, construction, tourism);
- state the approximate percentage of UK GDP (Gross Domestic Product) provided by service industries;
- explain broadly why certain industries developed in their current locations (e.g. natural resources, transport, academic expertise);
- explain what the Industrial Revolution was, when it happened in Britain, its effects on culture and society and be able to give examples of ground breaking inventions;
- give examples of historically important industries and explain whether they still exist (e.g. coal mining, cotton weaving, ship building, tin mining, the wool trade, car manufacture);
- give examples of globally famous British brands (e.g. Rolls Royce, Land Rover, Burberry, Mulberry, Barbour, Hunter Wellington boots, Wedgwood).

#### **4. CONSTITUTION, GOVERNMENT and LAW (including Military, Defence & Police)**

**General objective: by using this syllabus as a framework for their own research, Candidates should be able to explain in an accessible way how the constitution, governmental, legal and military systems of the UK work and how their roles intersect and should be able to describe the dress / uniform of each body.**

Specific objectives:

Candidates should be able to:

- identify key aspects in the history of UK government, law and defence, (e.g. the Witan, Saxon shires, hundreds & parishes and current offices [Earl, Sheriff], feudal government and law, Magna Carta and Forest Charter and their subsequent international influence, HVII's navy, divine right of Kings, the impact of the Civil War & Protectorate, the origins of the modern army at the Restoration, the Glorious Revolution, the Acts of Union and Irish Home Rule, Sir Robert Peel and the police, constitutional monarchy, the impact of the EU);
- describe the structure, function, powers and electoral / appointment systems of the Westminster Parliament and the role of the Civil Service;
- explain the difference between the legislative powers of Parliament and the executive powers of Government;

- outline how the governments and assemblies of the countries of the UK inter-relate, how members are appointed and where they are based;
- identify the key government departments and their roles (i.e. The Cabinet, The Treasury, The Foreign & Commonwealth Office, The Home Office) and state the names of the people currently heading up these departments;
- state the current voting age for general elections in the UK;
- show an awareness of local government and officials within it (e.g. councillors and Mayors);
- discuss the role of the European Parliament, MEPs (Members of the European Parliament) and the European courts;
- show awareness that there are different legal systems and police administrations within the countries of the UK;
- describe the role and significance of the Armed Forces and Secret Services in Britain, including recruitment, training and primary establishments, commitments at home and abroad and their ceremonial roles;
- explain the primary role of NATO (North Atlantic Treaty Organisation);
- explain the difference between statute and common law;
- explain, in outline, the roles and structure of the judiciary including the Supreme Court, High Court, Crown Courts, Appeal Courts, Civil Courts, Coroners' Courts and Magistrates' Court;
- explain the role of judges, juries and magistrates (JPs) and the Crown Prosecution Service;
- compare the kind of case that will be heard in a Criminal court to that which is heard in a Civil court;
- describe the difference between barristers and solicitors;
- explain the role and powers of the police in Britain with particular emphasis on laws that affect tourists (e.g. data protection, traffic law and customs, powers of arrest and the carrying of arms by civilians and the police).

## 5. CUISINE

**General Objective: by using this syllabus as a framework for their own research, Candidates should be able to demonstrate an understanding of the food and beverage industries within the UK. Candidates should be able to explain the diverse nature of UK cuisine, and be able to discuss the many facets of our traditional and modern-day cuisine.**

Specific objectives:

Candidates should be able to:

- describe the changes in food & drink within the UK since the 1950s;
- describe how immigration into the UK revolutionised restaurant, café, fast-food and take-away menus;
- give examples of how cuisine may vary from region to region within the UK;
- identify some of the traditional dishes which an inbound visitor to the UK might be interested in sampling, and explain what the dishes comprise, (e.g. Fish & Chips,

Ploughman's Lunch, Yorkshire Pudding, Shepherd's or Cottage Pie, Scotch Eggs, Cornish Pasties, Bubble & Squeak, Spotted Dick, Bakewell Pudding, Christmas Pudding, Trifle);

- demonstrate an understanding of movements such as 'slow food', 'farm-to-table', organic food and explain the concept of a 'Farmers' Market';
- demonstrate an awareness of current thinking and dietary requirements particularly in relation to food intolerance and lifestyle choices including vegan/vegetarian, gluten or dairy free, and how these requirements can be met;
- give examples of products which have a Protected Designation of Origin (PDO) or Protected Geographical Indication (PGI) status (e.g. Melton Mowbray Pork Pie, Cumberland Sausage, West Country Farmhouse Cheddar Cheese, Stilton, Cornish Pasty);
- demonstrate an awareness of popular non-traditional cuisine and how it originated, (e.g. chicken tikka masala, kebabs, bagels, salt beef, chow mein);
- explain what is meant by "cream tea", "afternoon tea" and "high tea" with an understanding that this may vary from region to region;
- describe how the English pub has changed over the years, and which internal and external factors have affected its evolution (e.g. the smoking ban);
- explain the different types of pub to be found in the UK (e.g. a free house, a micro-brewery, a gastro pub), and demonstrate an awareness of pub licensing regulations, hours, age for drinking alcohol and traditions (e.g. ordering drinks at the bar, last orders);
- describe the history of: a) hops and beer brewing b) vineyards and English wine production c) gin and current trends and demonstrate an understanding of cider production in the UK;
- give examples of how a tourist guide can promote regional produce and food tourism within their area of qualification and, in turn, generate tourism to the region.

## 6. EDUCATION IN ENGLAND

**General objective: by using these notes as a framework for their own research, Candidates should be able to describe the historical background to the English education system and its development to the present day in order to present a background to visits or answer questions.**

Specific objectives:

Candidates should be able to:

- describe the origins of the education system, who it was for and how it was delivered;
- describe the state education system from its creation in 1870 to present day;
- be aware that Scotland, Wales and Northern Ireland have a different education system from England;

- explain the difference between public schools, independent schools and state schools;
- describe all forms of tertiary education, including vocational training and qualifications;
- identify the age of compulsory education and national examinations;
- be aware of the option for home schooling;
- know the percentage of children educated privately, by the state and at home;
- explain the funding of compulsory education in the private and state sectors, including religious schools;
- explain the funding of universities and student loans;
- be aware that university fees vary between the countries in the UK and for foreign students;
- outline the training of teachers.

## **7. FINANCE & TAXATION**

**General objective: by using this syllabus as a framework for their own research, Candidates should be able to answer visitor questions about financial matters that affect everyday life.**

Specific objectives:

Candidates should be able to:

- state the current National Minimum Wage (hourly) for workers over 25 years old and know it is less for younger workers;
- state the current main rate of Value Added Tax (VAT), know broadly what is exempt and be able to explain how visitors can get refunds;
- give examples of the main taxes with current rates e.g. income tax, National Insurance, council tax, vehicle excise duty (car tax);
- explain the primary role of the Bank of England today and know where it is located;
- state the current inflation rate;
- outline the role of Customs & Excise;
- explain what is meant by the EU Single Market and EU Customs Union. Know the UK's position within them;
- locate the principle financial centres in the UK and be able to give an idea of the importance of this sector.

## **8. HEALTH, SOCIAL SERVICES & THE VOLUNTARY SECTOR**

**General objective: by using this syllabus as a framework for their own research, Candidates should be able to demonstrate an understanding of the role and development of medical care in Britain, and explain the reasons for the development and scope of welfare provisions today.**

Specific objectives:

Candidates should be able to:

- outline the development of medicine over time, to include the difference between surgeons and doctors, and give examples of historical treatments and instruments;
- give examples of famous British doctors who have made a significant contribution to curing illness (e.g. William Harvey, Edward Jenner, Alexander Fleming);
- describe the impact and reasons for the introduction of the Welfare State in 1948 including the National Health Service, Social Care and Benefits systems;
- explain some of the issues facing the National Health Service today, with special reference to training of General Practitioners (GP's) and nurses, hospital management, and the ageing population;
- describe the reasons for government changes to the State Pension age, unemployment, housing and child benefit;
- outline the role of the Charity Commission and the “not for profit” sector of public activity;
- outline the work of voluntary organisations and provide examples of charities involved in the fields of: childcare (e.g. ChildLine), medical research (e.g. Cancer Research UK), social care (e.g. Help the Aged), ex- servicemen (e.g. Help for Heroes), care of animals (e.g. RSPCA), sea rescue (e.g. RNLI), overseas aid (e.g. Oxfam), preservation societies (e.g. National Trust), environment (e.g. RSPB), and ex-offenders (e.g. Bounce Back).

## 9. HISTORY

**General objective: by using this syllabus as a framework for their own research, Candidates should have an understanding of the chronological historical development of England and its relationship with Scottish, Irish and Welsh histories. This framework will enable candidates to set in time and context events and places relevant for a tourist.**

Specific objectives:

Candidates should have an understanding, relevant for guiding tourists, of the following main events and, if applicable, existing sites associated with them:

- Pre-history, Stone Age, Neolithic and Iron Age settlements;
- Julius Caesar, The Roman Conquest, Claudius, Constantine, Hadrian's Wall, Roman roads, main Roman towns and forts, Queen Boudicca;
- The Anglo-Saxons incursion and settlements, Celtic Christianity, the Anglo-Saxon Chronicle;
- Viking incursion and settlement, King Alfred, King Cnut;
- The Norman Conquest, the Battle of Hastings, establishment of the Feudal system, Roman Catholic Church, the Domesday Book, Stephen & Matilda;
- The Plantagenets: Henry II and Thomas Becket, Richard I, King John and the Magna Carta, Edward I and invasions of Wales and Scotland, Edward III and the Knights of the Garter and The Black Death, Richard II and the Peasants' Revolt;
- The Houses of Lancaster and York, the Wars of the Roses, development of publishing;
- The Tudors: Henry VII and establishment of a navy, Henry VIII and his six wives, Reformation of the Church, Edward VI introduction of Protestantism, Mary I religious persecution, Elizabeth I and the Spanish Armada, exploration of the globe,

the Poor Laws, development of theatre and William Shakespeare, Mary, Queen of Scots;

- The Stuarts: James I of England, settlement of North America, Charles I and the Civil War, Oliver Cromwell and the Parliamentarians, the Commonwealth period, restoration of the monarch Charles II, diary of Samuel Pepys, James II and the Glorious Revolution, William and Mary, Act of Union with Scotland 1707, Queen Anne;
- The Hanoverians: George I, Robert Walpole first Prime Minister, George III loss of American colonies and madness, Agricultural Revolution, the East India Company, the slave trade, the Napoleonic Wars, Prince Regent, William IV, development of the canal system, development of the army and navy, use of penal colonies e.g. Caribbean, Australia, Act of Union with Ireland 1800;
- The Age of Queen Victoria: the Industrial Revolution, the development of the railway system, the Factory Acts, Education Acts, political reforms (voting rights), social development, the development of medicine, the Civil Service, management of the Empire, the Crimean War, the Boer War;
- 20<sup>th</sup> C: Suffragettes, World War I, House of Windsor established, establishment of the Royal Air Force, division of Ireland, development of radio, film, TV, telephone and telegraph, air travel, football as a national sport, the 1920/30s Depression, Abdication of Edward VIII, World War II, Sir Winston Churchill, birth of the Welfare State, collapse of colonial power, immigration from Commonwealth countries, the Cold War and development of NATO, social legislation (e.g. decriminalisation of homosexuality, no blame divorces, changes in censorship laws), entry into the Common Market (EU), Margaret Thatcher, the Irish peace process, Scottish and Welsh devolution;
- 21<sup>st</sup> C: military engagement in the Middle-East, impact of computers and digital technology, legalisation of same-sex marriage, 2012 Olympic Games, longest reigning monarch & jubilees, 2016 Brexit referendum and result.

## **10. INFRASTRUCTURE: HOUSING, TRANSPORT AND ENERGY**

**General objective: Candidates should be able to give informed commentary about the infrastructure of the UK and the links between the various elements: housing, transport and energy. They should be able to explain the historical background and development of these, and give informed commentary about current issues and implications. Candidates will also be able to provide accurate information about different transport choices available from their region to visit other parts of the country.**

Specific objectives:

Candidates should be able to:

- explain the leasehold/freehold system;
- be aware of social housing models (council, housing association, shared ownership);
- explain the reasoning behind the sale of council houses since 1980 and the long term impact on social housing;
- state the proportions of home ownership v private rental v social housing;
- explain Green Belts, New Towns and suburbs, the reasoning for them and

- development of them;
- be aware of the existence of planning procedure;
- be aware of the existence of Listed status - buildings/views and conservation areas;
- describe various transport networks and the effects each had on commercial activity over time (e.g. ports and merchant shipping, the river and canal system, railways, the road system, air transport);
- list the major airports and ports (freight and passenger);
- list the main sea transport corridors (ferries and tunnel) to continental Europe, Ireland, Channel Islands and Isle of Man;
- give an overview of bus and coach transport and the railway network, including:
  - differences between local buses and long distance coaches
  - main rail routes and service providers
  - timetable information and typical journey times
  - fare structure, how to book tickets and payment;
- show awareness of the process for hiring a car;
- describe the road network and road classifications;
- state main speed limits in miles and kilometres per hour;
- show awareness of how the road system is funded (including vehicle excise duty, fuel taxes, road tolls and congestion charging);
- describe different types of cycle and pedestrian access (e.g. cycle lanes, pedestrianised streets, underpasses, pedestrian crossings);
- show awareness of the origins and evolution of power and energy production;
- show awareness of which elements of energy supply are in public and private ownership (e.g. oil production, National Grid, energy supply companies);
- identify forms of green energy production in the UK (e.g. Wind farms, wave power, solar panels, bio-fuels);
- state the proportions of sources of energy used.

## 11. LANGUAGE & LITERATURE

**General objective: by using this syllabus as a framework for their own research, Candidates should be able to present an introduction, plan a tour, a walk or visit a home relating to a literary figure known to visitors, both foreign and British, and to be able to answer questions confidently.**

Specific objectives language:

Candidates should be able to explain:

- how invaders like the Anglo Saxons, Vikings and Normans influenced English language;
- how many people speak English as their first language across the globe;
- uses of English internationally, e.g. airlines (officially), the stock exchanges, UN (informally but in general use);
- examples of common slang (e.g. loo) and regional dialects;
- that there are minority languages spoken in the UK (e.g. Welsh)

Specific objectives literature:

Candidates should be able to:

- explain how the English novel developed;
- identify major internationally known novelists, past and present, and be able to outline biographical details and give examples of their work (e.g. Jane Austen, Charles Dickens);
- identify internationally known children's authors with relevant biographical details and examples of their most popular books (e.g. Beatrix Potter, Roald Dahl, C.S Lewis, J.R. Tolkien, Michael Morpurgo, J.K Rowling);
- identify major poets, past and present, their best known poems, the genres in which they are classified, if appropriate, and give relevant biographical details (e.g. Geoffrey Chaucer, John Keats, William Wordsworth, TS Eliot, Ted Hughes) ;
- relate a brief biography of William Shakespeare to include his works, influence and sites associated with him;
- state who is the current Poet Laureate and what the position entails;
- give examples of the major literary / book festivals around the UK saying where and when they take place.

## 12. MONARCHY

**General objective: by using this syllabus as a framework for their own research, Candidates should be able to explain the personalities, structure, role, and ceremonies of the monarchy in the UK, its significance in British society and to visitors and its relationship with the Commonwealth.**

Specific Objectives:

Candidates should be able to:

- identify the major turning points in the history of the monarchy: e.g. Alfred's defeat of the Vikings, the first King of all England, William's conquest and introduction of feudalism, King John & Magna Carta, the Tudors and the Reformation, the first female monarchs, the Civil War / Protectorate, the Restoration, the Glorious Revolution, the Act of Union, the accession of the Hanoverians and Victoria, the change of the Royal Family name, the abdication of Edward VIII, the formation of the Commonwealth, 21<sup>st</sup> C changes to the rules of succession;
- list the main anniversaries of the reign Elizabeth II including jubilees, longest reign, length of marriage, significant deaths;
- give the names, titles and relationships of the Royal family from the monarch to their children and any other generations in the direct line of succession (including Diana, Princess of Wales);
- give a short biography of the immediate members of the Royal Family (and the immediate family of the Prince of Wales) to include education, position, titles, role, jobs, marriages and any very noteworthy facts about their lives;
- list the top 10 names on the order of succession;

- describe and explain the major Royal ceremonies and annual appearances: Trooping the Colour, State Opening of Parliament, Maundy Money, Remembrance Day, investitures, a coronation, the Christmas broadcast;
- describe the role of the Royal Family in British society including: charity work, service in the Forces, head of the Armed services ,hosting state visits and visiting abroad and the awarding of royal warrants;
- identify and distinguish the official and private residences of the monarch. State whether they are open for the public to visit;
- explain how the Royal family is financed;
- explain the Commonwealth and the monarch's relationship to it;
- give examples of countries for which the monarch is Head of State;
- explain the relationship of the monarch to the Church of England and other religions in the UK;
- outline the main ranks of the peerage, chivalric orders, the honours system and regional representatives of the monarchy (Lord Lieutenants & Sheriffs);
- explain the origins of heraldry and the role of the College of Arms. Describe the Royal Coat of Arms.

### **13. PERFORMING ARTS and THE MEDIA**

**General objective: by using this syllabus as a framework for their own research, Candidates should be able to present an introduction, plan a tour, a walk or visit a building relating to an individual, group or company known to visitors both foreign and British, and to be able to answer questions confidently.**

Specific objectives:

Candidates should be able to:

- outline how theatre developed from the medieval morality and mystery plays, through the Renaissance and Restoration to 21<sup>st</sup> century including the different theatrical genres and how they are linked to social mores, culture and historical events;
- give examples of major playwrights from 16<sup>th</sup> C to 21<sup>st</sup> C (e.g. William Shakespeare, Oscar Wilde, G.B Shaw, Tom Stoppard) and sites relating to them, both personally and professionally;
- explain how producers, directors and actors have shaped English theatre;
- outline the difference between repertory, fringe, West End and regional theatre;
- explain what a pantomime is, its typical components and when it might be seen;
- know where the (Royal) National Theatre is located;
- outline the development of ballet and opera in the UK and give examples of major popular ballets and operas;
- be aware of the origins of English country dancing (e.g. morris & maypole dancing) and folk music;
- give examples of internationally famous British musicians and bands from 1960s to the present day with sites relevant to them either personally or professionally (e.g. The Beatles, The Rolling Stones, David Bowie, Elton John);

- give examples of major “classical” composers from Tudor to 21<sup>st</sup>C, with sites relevant to them either personally or professionally (e.g. G.F Handel, Henry Purcell, Edward Elgar, Benjamin Britten);
- give examples of major music festivals, classical and contemporary, in the UK, knowing where they take place and when (e.g. Glastonbury, Reading, Isle of Wight, WOMAD, 3 Choirs, Proms, Edinburgh Festival);
- state who owns the major national newspapers and their “political leaning” ;
- explain the difference between independent television and the BBC;
- state who is the Director General of the BBC and what the position entails;
- give examples of British TV productions sold globally (e.g. EastEnders & Downton Abbey);
- give examples of major British actors and actresses from the past 50 years and show familiarity with their careers (e.g. Judi Dench, Ian McKellen, Colin Firth, Rowan Atkinson and Helen Mirren);
- give examples of major studios, films & Computer Generated Imagery (CGI) created by the film industry in the UK;
- explain the function of the Arts Council, the use of National Lottery Heritage funding and other ways the performing arts are funded.

#### **14. PHYSICAL GEOGRAPHY, LANDSCAPE, COUNTRYSIDE & COASTLINE**

**General objective: Candidates should be able to give an informed commentary about what can be seen whilst travelling through the countryside. They will have the information to discuss both current and historic use of land and farming practice. As this varies across the country, they will need knowledge of the geology and geography of the British Isles together with a basic knowledge of plants and animals within different regions.**

Specific objectives:

Candidates should be able to: describe the geology and main physical features of the British Isles;

- explain how these features affect soil, climate, local building materials, farming practices and population;
- outline the history of land use (e.g. pre-historic farming, manors, medieval three-field system, common land and Enclosure Acts, the Agricultural Revolution, Common Agricultural Policy [CAP]);
- explain the origin and reason for main country crafts and construction methods (e.g. thatching, tile-hanging, dry stone walling);
- identify main areas of mining, quarrying and mineral extraction;
- give an overview of the British climate including regional variations;
- identify the main issues facing urban and rural communities;
- state key facts regarding population numbers and distribution;
- demonstrate a basic familiarity with location (e.g. landmarks, unusual or unique geographical features, main centres of population, regional differences);

- describe a variety of British trees and hedgerow plants (with particular emphasis on unique or heritage species);
- describe a variety of British wildlife (with particular emphasis on protected species);
- identify the National Parks;
- show awareness of other protected countryside designations (e.g. Areas of Outstanding Natural Beauty [AONBs] and Sites of Special Scientific Interest [SSSIs])
- explain Rights of Way and the right to roam;
- interpret an Ordnance Survey map.

Countryside & coast specific objectives:

Candidates should be able to:

- show awareness of the main issues that have influenced farming and fishing;
- summarise land use across the British Isles;
- state land use statistics for industry versus agriculture;
- identify examples of types of farming (e.g. sheep, dairy, crop, mixed, forestry, market gardening and fruit);
- show awareness of current agricultural practices (e.g. intensive poultry/pig farming .v. free range, berries, vines and crops grown under plastic, organic farming);
- show awareness of current agricultural issues and their implications;
- recognise major crops (e.g. wheat, barley, brassicas, rape seed);
- recognise key livestock animals and breeds;
- describe the farming calendar in terms of land preparation, planting, harvesting, crops, animal husbandry, lambing, etc.;
- identify major coastal industries;
- show awareness of the importance of country sports (e.g. hunting, shooting, fishing) to some parts of the UK.

## 15. RELIGION AND MULTI CULTURALISM

**General objective: by using this syllabus as a framework for their own research, Candidates should be able to demonstrate an understanding of the ideologies and evolving role of religion in British society and be able to answer questions accurately on the multicultural character of Britain today.**

Specific objectives:

Candidates should be able to:

- briefly outline the history and development of Christianity in Britain, including the Celtic Church, the Roman Catholic Church, the development of Protestant groups including The Church of England, Methodists, Baptists, Quakers, and Pentecostal churches;
- explain the events leading to the concept of the Established Church in Britain;
- describe the divisions in society caused by Protestant and Catholic beliefs since the 16<sup>th</sup> C;

- state who is currently Archbishop of Canterbury and know that there female priests and bishops in the Church of England;
- describe the impact of Britain’s colonial past on the ethnic make-up of Britain’s population today;
- describe the extent and impact of immigration on Britain today;
- give examples of prominent members of Britain’s ethnic minorities today;
- show an awareness of the number of faiths practiced in Britain today and the number (percent) of worshippers for each;
- correctly name the place of worship for each faith;
- briefly describe the meaning and ceremony/tradition of each of the following festivals:
  - Christian Shrove Tuesday, Ash Wednesday, Lent, Easter, Christmas
  - Jewish Purim, Passover, Rosh Hashanah, Yom Kippur, Hanukkah
  - Islam Eid-ul-Adha, Ramadan, Eid al- Fitr
  - Hindu Diwali, Holi
  - Sikh Vaisakhi, birthday of Guru Nanak
  - Buddhist Nirvana day, Wesak

## 16. SPORT

**General objective: by using this syllabus as a framework for their own research, Candidates should be able to talk knowledgeably about major sports and sporting events for which the UK is particularly known by global visitors.**

Specific objectives:

Candidates should be able to:

- describe the British sporting calendar with background information about major competitions, the venues and month/ season they occur. Particularly:
  - FA Cup Final
  - Six Nations rugby
  - Horse racing (e.g. Derby, Grand National & Royal Ascot)
  - Tennis – (e.g. Wimbledon)
  - Formula 1 British Grand Prix
  - Golf – (e.g. The Open & Ryder Cup)
  - Cricket – Test matches
  - Rowing – (e.g. University Boat Race & Henley Royal Regatta)
- talk about the importance of the football Premier League and understand that some teams have large overseas followings: (e.g. Manchester United, Chelsea, Liverpool, Arsenal);
- recount some historical background to the following sports with specific British origins: (e.g. Football /Soccer, Rugby, Cricket & Golf);
- state that betting on sport is legal if you are over 18 yrs;
- show an awareness of the sporting calendar for hunting, fishing and shooting;
- list which UK cities have hosted the Commonwealth Games and Olympic Games in recent years;
- give some examples of how sport is funded in the UK;

- give examples of the most common sports played at school.

## 17. TOURISM

**General objective: by using this syllabus as a framework for their own research, Candidates should be able to demonstrate an understanding of the size and scope of the tourism industry within the UK and his/her own place within the industry. Candidates should be able to explain the importance of tourism to the UK economy, and demonstrate an awareness of how the industry and the economy are impacted by both internal and external factors.**

Specific objectives:

Candidates should be able to:

- describe briefly the historical growth of the travel and tourism industry in the UK;
- explain the difference between Incoming and Domestic Tourism;
- display an awareness of the structure and framework of the UK tourism industry, demonstrating an understanding of the roles of public, private and voluntary sectors, and how they may inter-relate;
- list the different sectors within the UK tourism industry, such as tour operators, hospitality, visitor/heritage attractions, leisure, event management, travel agents, destination management organisations, local and central government and ancillary services including tourist guiding;
- distinguish between the roles of tour operators, coach operators, tourist guides, tour managers / tour directors and be able to give examples of how they may inter-relate;
- demonstrate an awareness of how legislation can affect the UK tourism industry (e.g. Coach Drivers' Hours, Equality Act 2010 [disability discrimination], health & safety [e.g. seat belts]);
- display an awareness of the main trade associations within the UK travel and tourism industry, (e.g. UK Inbound, Association of British Travel Agents [ABTA] and the Institute of Tourist Guiding) and others relevant to the tourist guiding profession;
- state the percentage that the tourism industry contributes to UK employment and to GDP (Gross Domestic Product) and demonstrate an understanding of the potential for growth;
- explain the importance of sustainable tourism and demonstrate an understanding of 'green / eco- tourism' and be able to illustrate with examples of both positive and negative impacts of tourism on the environment and host community;
- show awareness of the UK City of Culture initiative (started in 2013) and give examples of the cities who have been awarded it.

## **GUIDANCE NOTES FOR COMPILERS OF WRITTEN PAPERS**

### **CRITERIA FOR WRITTEN PAPERS AT ALL LEVELS**

#### **The Compiler:**

1. The compiler must be independent of the Course Director and tutors but may, in compiling the paper, use questions and aides-memoires and other materials supplied by those involved in the delivery of training, as well as past question papers. The compiler must ensure that all questions relate directly to the syllabus and that the syllabus is fairly covered in the paper.

#### **The Paper(s):**

2. The compiler must ensure that questions on the paper are submitted to the Examinations Co-ordinator in the correct format. This will be provided to the compiler on appointment. Answers, which will have been verified by the compiler, must be submitted with the question paper.
3. Green Badge & Blue Badge Examination Papers will comprise both
  - (a) short-answer questions and
  - (b) long answer questions in note form or as bullet points.

The White Badge Paper will comprise short-answer questions. No long answer questions will be set.

4. It is the policy of the Institute that the written papers should examine and test Candidates' knowledge of
  - (i) region-wide issues, such as history, landscape and agriculture, literature, historical and contemporary figures, economy and commerce, as well as
  - (ii) specific individual sites from across the whole region or area under examination – museums, galleries, churches, other religious sites, towns, villages, gardens.

It follows that long answer topics should seek to elicit knowledge only of areas, sites and locations not covered by the practical examinations. Short answer questions on the other hand should also aim to test Candidates' in-depth knowledge of key sites, including those which are subject of practical examinations.

5. Category (a) (short-answer questions) should consist of questions to which one word, a short phrase or, at most, a single sentence is sufficient answer.
6. The questions should be clear and unambiguous: They should have only one possible answer. Any complicated or technical terms should appear in the question, not in the answer.
7. Because of the nature of guiding (where guides may be asked questions not related to the topic about which they are speaking) the questions should not be grouped under topics but should be random.

8. Some of the questions may be divided into two parts ((a) and (b)) but there should be a limited number of such questions. At most 10 in any 100 questions. Questions should not be divided into 3 parts. Questions should not be linked to one another but should be independent.
9. There should be no multiple-choice questions.
10. One mark should be given for each correct answer. Half marks are allowed for a partially correct answer.
11. The compiler should be careful (for the sake of the marker) to limit the number of answers possible - e.g. "Name two of the works of a writer"; if the writer has written 25 books all titles would have to be given as possible answers and the marker would need to be provided with a list of all these titles.
12. Category (b) (long answer questions): Answers should be written in note form or as bullet points, and must answer the question, and only the question, fully. Each answer will be marked out of a possible 25 marks.
13. Questions may require short notes on a selection of headings all related to one topic (e.g. authors, churches, paintings).
14. In the case of Paper One for Blue Badge examinations (Background Knowledge), the compiler will ensure that the range of questions encompasses all countries of the United Kingdom and that subject headings (see Appendix A) are covered in the prescribed proportions. Maps, road signs, drawings of architectural features may be included, but pictures of personalities may not.
15. Compilers should in addition include information on the points that would need to be included in an answer for the question to score within the top range of the marking scheme. (See Appendix C).

## APPENDIX C

### **GUIDANCE NOTES FOR MARKERS OF WRITTEN PAPERS**

1. The pass mark will normally be 60% of the total available marks. Where questions are disregarded, Candidates' percentages will be calculated by dividing the number of marks awarded by the total number of questions then remaining.
2. The marker should bear in mind that in examination conditions it is unlikely that any answer will be 'perfect'. By using the word "significant" we can distinguish between fundamental facts or information, which we would expect every guide to have, and minor supporting points. Although the answers may be only in note or bullet point form the best Candidates will indicate some structure in their answers.
3. A positive marking system should always be used; no marks should be deducted for errors or omissions, and no penalties should be applied for grammatical or spelling errors. No subjective or negative comments should be written by the marker in pen on the examination script; if need be, comment should be written only in pencil, or on a separate sheet.
4. Each long answer question is marked out of 25.
5. The table below sets out the marking scheme to be used for answers to all long answer questions.

23-25. All relevant points and information covered. Candidates identify a comprehensive range of relevant information and indicate a strong structure for presenting the information. In the case of describing a walk or coach tour they indicate a logical order and relate information to sites.
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19-22. Most relevant points and information covered. Candidates identify a range of relevant information and there is a good attempt at structuring the information. In the case of describing a walk or coach tour there is a good attempt to indicate a logical order and relate information to sites.
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15-18. An adequate number of points and information covered. Candidates still identify a good range of information but perhaps less than for bands 1 & 2. There is a limited attempt to indicate a structure. In the case of a walk or coach tour, there is some attempt to indicate a logical order and relate information to sites/sights, but this may contain some errors, - i.e. sites in wrong order, sites omitted, information attributed to inappropriate sites.
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9-14. Insufficient relevant points and information covered. There is a limited range of information containing some inaccuracies and/or irrelevancies and little attempt at
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structure. In the case of describing a walk or coach tour, there is little attempt to indicate a logical order or relate information to sites/sights. The order may be partly inaccurate with sites/sights omitted or information attributed inappropriately.

4-8. Few relevant points and information covered. The information is limited and there is no real attempt at structure. In the case of describing a walk or coach tour, there is no attempt to indicate a logical order or relate information to sites/sights.

0-3. An entirely limited answer. Candidates fail to understand the question and demonstrate little knowledge or understanding of the issues.

## APPENDIX D

### **THE ROLE OF THE MODERATOR**

1. The Examinations Committee will appoint one moderator for the written paper at White Badge and Green Badge level. This will normally be the Chief Examiner, but not the compiler. The Examinations Committee will appoint two moderators for each Blue Badge paper. One will normally be the Chief Examiner, but not the compiler.
2. The compiler will submit the draft question paper to the moderators (via the Examinations Co-ordinator) not later than **FOUR** weeks before the date of the examination, accompanied by model answers or, where this is not appropriate (for example with questions which require long answers), by an indication of the length, style and content of the desired answer, with a suggested allocation of marks (a marking scheme).
3. The moderators must satisfy themselves that the question paper:
  - Is appropriate to the level of the examination.
  - Is an appropriate means of testing whether Candidates have achieved the stated aims and outcomes of the syllabus.
  - Covers the full range of the syllabus, geographically and thematically.
  - Ensures that some Candidates will not be at an advantage other than by virtue of their ability and commitment.
4. The moderators will therefore check for:
  - Balance.
  - Consistency.
  - Accuracy.
  - Difficulty.
  - Ambiguity.
  - Clarity.
  - Length of paper.
5. The moderator(s) may **in discussion and consultation with the compiler** substitute alternative questions, and – where changes to long answer questions are involved – alternative marking schemes.
6. After the paper has been marked (usually by the compiler) the moderators will scrutinise a sample of scripts – i.e. the two highest-marked and the two lowest-marked papers, together with any other borderline scripts and all the papers marked as “Fail”. The moderators may also have sight of other papers for this purpose.

## APPENDIX E

### **INSTRUCTIONS FOR INVIGILATORS**

#### **1. Receipt of Examination Papers**

The papers should be counted to confirm the correct number. The examination package should normally contain:

- A list of Candidates' names and numbers for the invigilator.
- A list of Candidates who are eligible for 25% extra time (Candidates whose first language is not English and other Candidates with special needs).
- A list of Candidates with only their candidate numbers for the marker of the examination papers and two sticky labels addressed to the marker.

#### **2. Preparation for Examination**

Please take with you to the examination room (in addition to the above):

- a) For both Green Badge and Blue Badge examinations, six sheets of A4 lined paper (with margin) per candidate plus at least double this in spare paper with a hole pre-punched at the top left corner of each sheet.
- b) For both Green Badge and Blue Badge examinations, treasury tags to bind loose sheets for all the Candidates.
- c) A whiteboard marker pen to write up start and finish time on a board which can be seen by all Candidates.
- d) A clock, if this is not provided by the examination centre.

#### **3. Before the Examination**

Place the candidate number on each desk together with an examination paper face down, six sheets of A4 paper and one treasury tag.

- a) Check that the Candidates' identity corresponds to the Institute student photo card that Candidates are instructed to bring with them.
- b) Advise all Candidates if necessary of their candidate number and tell them to find their place in the room. They should leave coats, bags, etc. at the back of the room. Candidates who have been granted extra time should be seated as far away from the exit as possible so they are not disturbed by other Candidates leaving.
- c) Candidates whose first language is not English are allowed to bring a bilingual or monolingual dictionary to their desk. Invigilators should check that no additional material is brought into the examination room, e.g. inside the dictionary, that may compromise Candidates or their performance.
- d) Candidates should be reminded that no mobile phones or other electronic devices may be brought into the examination room.
- e) Candidates should be told that they may not leave the room within the first half hour or during the last 30 minutes of the examination.
- f) A few minutes before the examination, ask the Candidates to turn over the paper and go through the instructions on the front page with them.
  - **SHORT-ANSWER QUESTIONS** should be answered in the examination booklet.
  - **LONG ANSWER QUESTIONS** should be answered in note form or as bullet points on the A4 lined paper provided. Each question should be started on a different sheet and one side of the paper only should be used.

- g) Candidates should put their candidate number (**not their name**) on the top right-hand corner of the first and every page of the answer booklet including any loose sheets.

#### 4. The Examination

- a) Once the instructions have been clarified, Candidates should be instructed to begin writing.
- b) Write the start and finish time of the examination on a board which can be seen by all Candidates. Give the Candidates with extra time a slip informing them of the finish time of their examination.

NB. Candidates officially notified to you by the Examinations Co-ordinator (Candidates whose first language is not English and other Candidates with special needs) are allowed an additional 15 minutes per hour (25%) for each paper. If possible, these Candidates should be seated together at the back or to the side of the room furthest from the door.

- c) Ensure Candidates conduct the examination with full propriety, with none of Candidates gaining unfair advantage over others.
- d) The invigilator will immediately contact, and subsequently report in writing to the Examinations Co-ordinator, any reasonable suspicion of fraudulent examination practice by Candidates involved in an Institute examination.
- e) Candidates who arrive more than 30 minutes after the start of the examination will not be admitted to the examination, and will be assessed as having failed.
- f) Candidates who leave the room during the examination may not return unless they have been accompanied by an assistant to the Invigilator.
- g) Inform Candidates about the time on **TWO** occasions during the examination – i.e. after one hour and when there are 15 minutes left.
- h) At the end of the time inform Candidates that they must stop writing.

#### 5. After the Examination

- a) Check with the Candidates that their candidate number is on the top right-hand corner of the first page of the answer booklet including any loose sheets.
- b) Ask them to tag all their loose sheets to their main paper.
- c) All notes and rough drafts, including those made on scrap paper, should be collected in. No written material is to be taken out of the examination room.

#### 6. Dispatch

Place all the examination papers (both used and unused) in numerical order into an envelope, addressed to the compiler of the examination. Post by **guaranteed next day post** (special delivery) at the nearest post office. We are assuming that they will catch the post on the day of the examination. If, for any reason, this is not possible, please dispatch at the first opportunity and let the Examinations Co-ordinator know.

**If you have any queries about any of the above, please contact the Examinations Co-ordinator on 020 7680 7146**

## APPENDIX F

### **SAMPLE TOUR PLANNING PROJECT BRIEF FOR GREEN BADGE CANDIDATES**

#### **SCENARIO**

You have been asked to prepare a half-day tour for approximately 15 people of your nationality or first language group, of mixed ages and including a wheelchair user with a carer, who are attending a conference in Canterbury. (In practice, the location specified will be within the area covered by the examination).

The theme of the tour must be taken from **ONE** of the following (*these themes are given here by way of example and will change from year to year*):

- Architecture.
- Famous personalities.
- The development of Christianity.

You should plan to include a visit to a major site and a walking tour, together with time for refreshment and comfort stops.

The Project should be no more than 1,500 words and Candidates will be penalised for exceeding this length. No leaflets or other publicity material produced by relevant sites should be included.

Projects will be assessed as either as a 'Pass' or a 'Fail'. They will address all the points listed below and in doing so will demonstrate an understanding of the practical nature of guiding. Itineraries and timings will be achievable.

The selection of the site and the route for the walking tour will meet the criteria of the brief and demonstrate a coherent approach to the day. The commentary will be relevant, accurate and entertaining.

#### **ELEMENTS**

##### Itinerary:

This should show accurately and clearly the routing and timings. You should ensure that the route is suitable for your group. A photocopy of a map should be used highlighting your route.

You should provide a map of the walk, indicating the route and stops, with the position of both the guide and the group.

##### Practical Arrangements:

Details should be provided of the practical aspects of your tour. You should include the following:

- Pre-tour checks i.e. letters written, calls made, obtaining permission to visit an interior.
- Timetable for the day.
- Meeting group – meeting point and time, coach pick up time/place.

- Looking after the group – safety when crossing roads, difficulty with steps etc.
- Comfort stops, refreshment suggestions, facilities for the wheelchair user and their carer.
- Opening times and entrance charges for any sites visited.
- Indicate possible problems, e.g. poor weather, and consider strategies for coping with such eventualities.
- Recommending specialist shops/bookshops relevant to the tour.
- Any follow-up after the tour.

#### Commentary:

In note form you should supply the information which will form the basis for your commentaries for each of the following:

- For the walking tour, indicate where you would position both yourself and your group, what the group will be looking at and main points of your commentary.
- For the site visit, indicate introduction, number of stops, commentary, links.
- The importance of relevant, accurate facts and figures mixed with interesting and entertaining commentary plus anecdotes where appropriate.
- Relevance of the theme.

### **DATES AND DEADLINES**

All projects are to be submitted to the Course Director **TWO** months after the date of receiving the title options. **Any late Projects will be an automatic fail.**

Projects will **not** be returned, so Candidates are advised to keep a copy of their project.

### **MARKING SCHEME**

Itinerary – 30%, consisting of

- Timing (achievable within a half day, and a sufficiently full programme) 15%
- Route and order of stops 5%
- Relevance to them 10%

Practical – 30%, consisting of

- Maps clear with stops marked 10%
- Group requirements met 10%
- Contingencies planned for 10%

Commentary – 40%, consisting of

- Content is relevant to theme 10%
- Interesting and entertaining 10%
- Accurate and factually correct 10%
- Relates to what can be seen at each stop 10%

**The pass mark is normally 60%**

## APPENDIX G

### **SAMPLE TOUR PLANNING PROJECT BRIEF FOR BLUE BADGE CANDIDATES**

#### **SCENARIO**

A Tour Operator has requested a tour plan for the following:

Approximately 25 people of your nationality or first language group, of mixed ages and including a wheel chair user with a carer would like a full day tour to include a coach panoramic (Candidates can assume that the wheelchair user can access a standard coach), a visit to a major site and a walking tour as well as some free time for shopping etc.

The theme of the day must be taken from **ONE** of the following (*these themes are given here by way of example and will change from year to year*):

- Gardens.
- Science and Industry.
- Literary figures.

The project should be no more than 3,000 words in length. Candidates will be penalised for exceeding the word limit. No leaflets or other publicity material produced by relevant sites should be included.

Projects will be assessed as either as a “Pass” or “Fail”. They will address all the points listed below and in doing so will demonstrate an understanding of the practical nature of guiding. Itineraries and timings will be achievable. The selection of sites for the coach tour, the walk and the site will meet the criteria of the brief and demonstrate a coherent approach to the day. The commentary will be relevant, accurate and entertaining.

#### **ELEMENTS**

##### Itinerary:

This should show accurately and clearly the routing, timings and mileage for your tour. You should ensure that the route is suitable for your coach, and that the walk is suitable for your group.

You should provide a map of the walk, indicating the route and stops, with the position of both the guide and the group, and a map of the route for the coach tour.

##### Practical arrangements:

Details should be provided of the practical aspects of your tour. You should include the following:

- Pre-tour checks i.e. letters written, calls made, obtaining permission to visit an interior.
- Timetable for the day,
- Meeting group – meeting point and time, coach pick up time /place.
- Looking after the group – safety when crossing roads, difficulty with steps etc.
- Comfort stops, refreshment suggestions, organising lunch/tea, facilities for the

- wheelchair user and their carer.
- Opening times and entrance charges for any sites visited.
- Recommending specialist shops/bookshops relevant to the tour.
- Indicate possible problems, i.e. heavy traffic, poor weather, and consider strategies for coping with such eventualities.
- Any follow-up after the tour.

#### Commentary:

You should list the highlights of each part of the tour, and provide notes (in bullet form) which will form the basis for your commentaries in each of the following:

- For the coach tour, outline your introduction and indicate TVPs, reason for route, commentary and links.
- For the walking tour, indicate where you would position both yourself and your group, what the group will be looking at and main points of your commentary.
- For the site visit, indicate introduction, number of stops, commentary, links.
- The importance of relevant, accurate facts and figures mixed with interesting and entertaining commentary plus anecdotes where appropriate.
- Relevance of the theme.

### **DATES AND DEADLINES**

All projects are to be submitted to the Course Director (or Examinations Co-ordinator for External Candidates) **THREE months** after the date of receiving the title options.

**Any late Projects will be an automatic fail.**

Projects will **not** be returned, so Candidates are advised to keep a copy of their project.

### **MARKING SCHEME**

Itinerary – 30%, consisting of

- Timing (achievable within one day, and a sufficiently full programme) 10%
- Route and order of visits 5%
- Relevance to theme 10%
- Balance between components 5%

Practical – 30%, consisting of

- Quality of maps 10%
- Lunch, shops, toilets identified 5%
- Recognition of groups requirements 5%
- Contingencies – weather, traffic 5%
- Details of coach, entrances and costs 5%

Commentary – 40%, consisting of

- Content is relevant to theme 10%
- Interesting and entertaining 10%
- Accurate and factually correct 10%
- Relates to what can be seen 10%

**The pass mark is normally 60%**

## APPENDIX H

### **GUIDANCE NOTES FOR EXAMINERS IN PRACTICAL EXAMINATIONS**

1. The role of an examiner is to ensure that Candidates meet the Institute's standards of assessment.
2. Candidates will undoubtedly perform better if the atmosphere is positive and encouraging. It is the examiner's initial duty to provide such an atmosphere.
3. On appointment, examiners will receive from the Examinations Co-ordinator detailed information on the conduct of examinations, which will include information in this Appendix, as well as details of what is expected from Candidates, set out under the respective sections of the Examinations Handbook dealing with the module under examination.
4. Examiners should play the role of informed tourists but **NOT** experts on any one aspect (such as architecture, art history, literature, etc). Candidates should be given the opportunity to demonstrate their knowledge and skills. They are not expected to know everything, or tell the examiners all they know.
5. Examiners should provide writing materials, and a stop watch or equivalent, and will use the mark sheets provided by the Examinations Co-ordinator.
6. Before the assessment, examiners should discuss the route, making references to tutor notes on how it has been taught. They should agree between themselves which examiner should call up the Candidates, what routine to employ and who should ask questions.
7. Groups of up to eight Candidates, wherever possible, will be assessed by two examiners over half a day. Candidates will be allowed initially a minimum of 10 minutes to make two presentations (in the case of a moving vehicle, they will make at least three presentations over a minimum of 15 minutes).
8. If any of the Candidates does not turn up, or someone comes who is not on the list for that session, the examiners should contact the Examinations Co-ordinator as soon as possible. Candidates arriving after the start of the examination will not be admitted to the examination, and will be assessed as having failed.
9. At the start of the assessment, examiners must check that the identity of the Candidates corresponds to the Institute student photo card that they are instructed to bring with them. Examiners should introduce themselves and explain carefully to Candidates how they intend to conduct the assessment and what they are looking for.
10. Candidates should be called up at random initially and not in alphabetical order. The location where Candidates speak, and the number of minutes of each presentation should be noted on the mark sheet, and may be important in the case of an appeal.

11. Candidates may be asked to proceed according to the planned route or may be asked to choose the next stop. Either alternative is acceptable but Candidates would be expected to choose the next logical stop.
12. Candidates should:
  - Always stop and face the group when speaking.
  - Demonstrate that they are mindful of the safety of the group and are aware of hazards.
  - Show awareness of other road and pavement or site users.
  - Demonstrate their concern for the comfort of the group.
  - Be audible and show awareness of the need to adjust their volume according to the conditions (traffic, road works etc).
  - Show good group positioning and group control.
  - Be able to handle questions confidently and briefly and always repeat the question for the benefit of the whole group. Candidates are expected to be able to answer the question, which should be restricted to the topics on the syllabus for this stop.
  - Be aware of any rules of the site – no photography, no touching etc - and of site facilities, and should inform the group when appropriate.
  - Be aware of and be sensitive to staff and other users of the site, especially religious sites where people may be at prayer.
13. On a guided walk examination, Candidates should in addition demonstrate that they are mindful of the safety of the group and are aware of hazards.
14. Examiners should be aware of the time available and, if Candidates give too lengthy a presentation (which, in the case of an appeal, could be seen as unfair on other Candidates), should be prepared to cut the presentation short tactfully when it reaches 6 minutes.
15. Time should be allowed for the possibility of a further presentation by Candidates, at the discretion of the examiners.
16. At least one straightforward question should be asked of Candidates (except on the coach). The reply should be assessed as if it were being given to a visitor. If Candidates are unable to give a specific reply, the matter should not be pursued, but Candidates should be assessed in accordance with the way the question was handled, and not assessed on their knowledge.
17. Any incident(s) affecting the examination must be noted and reported as soon as possible to the Chief Examiner.
18. Mark sheets must be completed fully and clearly. Reasons for decision **MUST** be given in detail, including concrete examples of what the candidate said, how they behaved, or the techniques they were lacking (e.g. examples of inaccurate statements or faulty positioning). This is particularly important where Candidates have failed. These sheets may be used in future, including as part of any appeal process.
19. Examiners should not allow Candidates to enter into discussion with them.

20. Examiners should remember that the tourist guiding examination is made up of a number of parts. Candidates may pass one module but fail the written or another practical. Please do **NOT** discuss the performance of Candidates until the results are publicly known. Candidates should not be prematurely recruited for work nor should examiners give out their business cards.
21. At the end of the day examiners will gather to collate their marks. This takes a little time especially on the coach examination. Examiners should not, therefore, make evening arrangements earlier than 7.00-7.30pm before checking with the Examinations Co-ordinator or the Chief Examiner.
22. The Chief Examiner will pass on any feedback received (e.g. from Candidates) on the conduct of the examinations. In cases of concern, this will be discussed with the individual examiner. Record of this feedback, including the examiner's response and any action agreed between the examiner and the Chief Examiner, will be held confidentially by the Chair of the Examinations Committee.

## APPENDIX I

### **CODE OF CONDUCT FOR EXAMINERS**

This Code of Conduct applies to all persons who are commissioned to work on Institute examinations in whatever capacity, hereafter referred to as 'Examiners'. Acceptance of a commission indicates willingness to abide by the Code of Conduct. The objective of the Code of Conduct is to make sure that all examination procedures are carried out consistently, competently and impartially and that all those involved in the process are clear about what may be expected from them. Any infringement of the Code of Conduct could result in the removal of Examiners from the Institute's Register of Accredited Examiners.

#### 1. General Conditions

- 1.1 Upon acceptance of a commission, Examiners agree to comply with the brief given to them and to work only to that brief.
- 1.2 Examiners are working as representatives of the Institute and will therefore not act in any manner likely to discredit the Institute.
- 1.3 Examiners will not enter into any correspondence on an examination subject with Candidates unless specifically authorised to do so by the Chief Examiner.
- 1.4 Examiners will not publicise the fact that they are Institute Examiners as this may compromise their objectivity.

#### 2. Examination Security

- 2.1 Examiners will maintain confidentiality concerning all examination procedures, material and information and will refer any queries on such to the Institute.
- 2.2 Examiners will maintain the highest level of integrity concerning Institute examinations.
- 2.3 Examiners will immediately contact and subsequently report in writing to the Chief Examiner any reasonable suspicion of fraudulent examination practice by Candidates or by another Examiner involved in an Institute examination.

#### 3 Administration

- 3.1 Where Examiners are unable to fulfil their obligations they must notify the Operations Manager and the Chief Examiner as soon as possible. In the case of a Practical Examiner, at least 7 days' must be given if they are unable to conduct the examination.
- 3.2 Examiners must not subcontract or delegate commissioned work, or accept delegated work, without the formal authorisation of the Chief Examiner.
- 3.3 Examiners must ensure that they comply with any deadlines stated in the commissioning document.
- 3.4 Claims for incidental expenses, including travel, must be authorised by the Operations Manager before being incurred.
- 3.5 The Examiner must submit invoices and claims for expenses within a maximum of one month after completion of the assignment.
- 3.6 Material supplied to Examiners by the Institute remains the property of the Institute and the Institute may ask for it to be returned at any time during the examination or immediately after it.

#### 4 Competence

- 4.1 Examiners are expected to carry out any preparatory work necessary for the completion of the commission. This would include familiarisation with the sites to be examined, with the current syllabus, and with any aides-memoires or other documents issued to the students by the respective tutors.
- 4.2 Examiners are expected to confer with other Examiners on the method of conduct of the examination.
- 4.3 Examiners are required to attend a Briefing Meeting organised by the Chief Examiner.
  
- 5 Professional and Ethical Issues
  - 5.1 Examiners must be reliable and punctual at all times.
  - 5.2 Examiners will act in an impartial, objective and professional manner at all times.
  - 5.3 Examiners will not discriminate against any candidate, either directly or indirectly, on the grounds of race, colour, ethnic origin, political affiliation, age, nationality, religion, gender, sexual orientation or disability.
  - 5.4 Examiners will, at the time of commissioning, disclose any information, which may make them unsuitable to carry out that commission.
  - 5.5 Examiners will disclose to the Examinations Co-ordinator or to the Chief Examiner, if any of the Candidates is known or related to them.
  - 5.8 Examiners will not accept any form of reward, whether in cash or otherwise, for Institute examination work, other than from the Institute

I have read and agree to be bound by the above code of conduct.

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

## APPENDIX J

### **HOW TO USE THE MARK SHEET**

1. Each examiner will have a mark sheet for each candidate in the group.
2. In completing the mark sheet, account should be taken of the candidate's performance on each occasion s/he guides. It is suggested therefore that only a faint pencil mark be placed against the relevant box on each scale until the end of the session when the overall mark should be filled in clearly in ink.
3. General impressions **MUST** be avoided. The scales have been designed to highlight the more important skill and knowledge that a tourist guide should possess. Examiners should rate the candidate on one scale at a time. Examiners should **NOT** allow a good or bad impression on one point to affect the marking on another.
4. Examiners should not write comments which are outside their remit and not in support of their decision.
5. After the examination and following discussion, examiners should complete the mark sheets independently.
6. Candidates must pass all sections which are added up separately. The totals represent the total number of ticks in each column.
7. A pass will normally be recommended when the marks in the unshaded columns to the right of centre outweigh those in the shaded columns to the left of centre, in each section.
8. There are some asterisked fail points on the mark sheet. A candidate will fail the module if the examiners assess the candidate as failing to demonstrate the skill, either by marking NO in the shaded column in Section C (Essential Guiding Skills) or by marking Accuracy (in Section B) in the shaded column (-3 to -1).

**\*\*\*BE SURE TO FILL IN THE 'REASONS FOR DECISION' SECTION OF THE MARK SHEET, AND INCLUDE EXAMPLES OF WHERE THE CANDIDATE HAS NOT REACHED THE STANDARD, ESPECIALLY IF A CANDIDATE IS 'BORDERLINE' OR HAS FAILED\*\*\***

The following table sets out criteria against which candidates must be assessed. They correspond to the criteria in Sections A, B and C, on the mark sheets.

N.B. Candidates must demonstrate satisfactory ability in all 3 sections independently

<b>A GENERAL TECHNIQUE S</b>
<b>Instructions and Group Management</b> – authority and care of whole group – <i>candidates should demonstrate ability to take control in an authoritative but friendly (non-bossy) manner when leading a group.</i>
<b>Positioning and Awareness</b> – for group to see, not to obstruct, with sensitivity to

<p>surroundings – candidates should position themselves and the group to guide the view or object, before they start speaking. The use of appropriate guiding techniques, e.g. the 45-degree angle for paintings, should be used. Candidates should be aware of both the social and environmental sensitivities as well as the comfort of the group</p>
<p><b>Engaging group</b> – eye contact, body language, smile, voice – the candidate should make eye contact with <b>everyone</b> in the group.</p>
<p><b>Delivery</b> – is it fluent, is voice varied and well-pitched? The voice should flow with rhythm and maintain attention, and should be lively and interesting to listen to, with appropriate change of speed, pitch, emphasis</p>
<p><b>Indication of sights</b> – clear physical and verbal location – candidates should use positive movement of the arm to point things out physically and clear methods of visual description to indicate objects verbally</p>
<p><b>Handling Questions</b> – question should be repeated, brief answer given and the candidate should check the question is satisfactorily answered</p>
<p><b>A1 Additional GENERAL TECHNIQUE for the Coach Module</b></p>
<p><b>Timing</b> – did candidate talk about the sight in time to see it?</p>
<p><b>B PRESENTATION OF KNOWLEDGE</b></p>
<p><b>*Accuracy</b> – was the information given by the candidate accurate? Substantial and/or repeated inaccuracies will attract negative marks here.</p>
<p><b>Content</b> – well-structured, quality information – the candidate should illustrate a sound knowledge and understanding of the subject</p>
<p><b>Selection</b> – the commentary should be relevant, balanced with well-linked facts, presented in a positive manner without negative comment, and delivered in 5 minutes. The commentary should be contextualised, linking, and not isolating the facts.</p>
<p><b>Interest</b> – humour/anecdotes, enthusiastic (boring candidates rate low score)</p>
<p><b>Appropriate use of words</b> – descriptive, comprehensible; technical terms explained - the commentary should be both easy to listen to and to understand. Simple words should be used in explanation.</p>
<p><b>C1 ESSENTIAL GUIDING SKILLS – Site &amp; Walk</b></p>
<p><b>*Audibility and Clarity</b> – clear diction audible in all circumstances It is imperative that everyone can hear, that the words are distinct, and yet the volume should be such that it is easy to listen to without strain or irritation. <u>In cases where examiners find it hard to hear a candidate, they should ask the candidate to speak up; if this does not make a difference the candidate is likely to fail.</u></p>
<p><b>*Safety</b> – did guide show due care for the safety of the group at all times – candidates should be fully aware of safety hazards on town and country walks. The candidate should demonstrate full care and attention towards the group and others (members of the public, staff etc). <b>[this criterion only appears on walking tours mark sheets]</b></p>
<p><b>*Always talks facing the group</b> – turning one’s back on the group for any length of time would score negatively; the occasional glance would not merit a fail</p>
<p><b>*Only begins once everyone is assembled</b> – the commentary should not begin until the whole group is assembled.</p>
<p><b>*Professional Attitude</b> – see below</p>
<p><b>C2 ESSENTIAL GUIDING SKILLS – Coach</b></p>
<p><b>*Audibility and Clarity</b> – clear diction audible in all circumstances, with good microphone technique. It is imperative that everyone can hear, that the words are distinct, and yet the volume should be such that it is easy to listen to without strain or irritation. The microphone should be held firmly in place on the chin and the volume checked.</p>

**\*Professional Attitude** – see below

**\*EXAMINATION FAIL POINTS**

Examiners should also note the following individual criteria which may result in an automatic fail.

**\*Accuracy.** Substantial and/or repeated inaccuracies will attract negative marks here.

**\*Audibility and Clarity.** The candidate should be heard by the group at all times. Examiners should ask a candidate to speak up if they have trouble hearing the candidate. Only if this does not make a difference, should the examiners consider a negative mark.

**\*Professional Attitude.** This criterion goes to the heart of professional tourist guiding and is correspondingly difficult to define. Examiners must therefore give concrete examples with full and precise descriptions of behaviour which they find to be unprofessional on the part of the candidate. This might include – though this list is not exclusive – not pausing and continuing to talk during a public prayer in a religious building; arriving late without an adequate or reasonable explanation; discourtesy to fellow candidates, members of staff, other visitors to the site or members of the public; racist or sexist behaviour or language; telling another tourist guide to move on from an object or painting.

**\*Safety** (which only appears on the Walk mark sheet).

**\*Always talks facing the group** (which does not appear on the Coach mark sheet)

**\*Only begins once everyone is assembled** (which does not appear on the Coach mark sheet)

**ADDITIONAL POINTS**

Examiners will want to have regard to the points indicated by the five questions on the second page of the mark sheet.

Q1. (lateness) relates to Professional Attitude. Any candidate arriving after the start of a practical examination will not be admitted to the examination, and will be assessed as having failed.

Q2. (appropriate dress). Tourist guides, as professionals, are expected to dress appropriately for all engagements. For example, jeans and trainers would be considered inappropriate dress in a site such as a religious or public building, which in turn may suggest a lack of professional attitude. For a practical examination, this is likely to mean smart or smart casual dress, i.e. that which would be appropriate for an examination setting.

Q3. (examination nerves). A candidate displaying excessive nerves is unlikely to be performing to their best capability. Examiners, or the Chief Examiner when moderating the result, may well take this into consideration when making a final decision and this should therefore be recorded.

Q4 and Q5 underline the need for an examiner to reach a decision and for that decision to be supported by the marks on the front page of the mark sheet. The Chief Examiner has a role here.

**REASONS FOR DECISION**

In addition, each examiner should clearly set out their reasons for decision, and where possible give concrete examples (e.g. on inaccuracy, unacceptable vocabulary, how their positioning was poor, what was inadequate about their content).

**ANY OTHER COMMENTS**

There is space here for the examiner to record other factors or aspects about the examination – e.g. heavy showers, fire alarm, security issue, disruptive member of the public – that occurred during the examination.

## APPENDIX K

### INSTITUTE OF TOURIST GUIDING

### MARK SHEET-WALK

<b>CANDIDATE</b>		<b>EXAMINATION GROUP</b>	
<b>LOCATION of Presentation</b>	1. 2. 3.	<b>FIRST LANGUAGE</b>	

**CANDIDATES MUST PASS IN ALL 3 SECTIONS INDEPENDENTLY**

#### A GENERAL TECHNIQUES

	-3	-2	-1	+1	+2	+3
<b>Instructions and Group Management:</b> authority and care of whole group.						
<b>Positioning and Awareness:</b> for group to see, not to obstruct and with sensitivity to surroundings						
<b>Engaging group:</b> eye contact, body language, smile, voice						
<b>Delivery:</b> is it fluent, is voice varied and well-pitched?						
<b>Indication of sights:</b> clear physical and verbal location						
<b>Handling questions:</b> repeats question + <i>brief</i> answer.						
<b>TOTAL</b>						

#### B PRESENTATION OF KNOWLEDGE

	-3	-2	-1	+1	+2	+3
<b>*Accuracy:</b> accurate knowledge						
<b>Content:</b> well-structured, quality information						
<b>Selection:</b> relevant, balanced, well-linked facts delivered in 5 mins.						
<b>Interest:</b> humour/anecdotes, enthusiastic (boring candidates rate low score)						
<b>Appropriate use of words:</b> descriptive, comprehensible; technical terms explained						
<b>TOTAL</b>						

#### C ESSENTIAL GUIDING SKILLS

	NO	YES
<b>*Audibility and Clarity:</b> clear diction audible in all circumstances		
<b>*Safety:</b> due care for the safety of the group at all times		
<b>*Always talks facing the group</b>		
<b>*Only begins once everyone is assembled</b>		
<b>*Professional Attitude</b> displayed throughout the examination		

**\*This is also an automatic fail point if the candidate scores in the shaded area.**

## APPENDIX L

**INSTITUTE OF TOURIST GUIDING**

**MARK SHEET-SITE**

<b>CANDIDATE</b>		<b>EXAMINATION GROUP</b>	
<b>LOCATION of Presentation</b>	1. 2. 3.	<b>FIRST LANGUAGE</b>	

**CANDIDATES MUST PASS IN ALL 3 SECTIONS INDEPENDENTLY**

**A GENERAL TECHNIQUES**

	-3	-2	-1	+1	+2	+3
<b>Instructions and Group Management:</b> authority and care of whole group						
<b>Positioning and Awareness:</b> for group to see, not to obstruct and with sensitivity to surroundings.						
<b>Engaging group:</b> eye contact, body language, smile, voice						
<b>Delivery:</b> is it fluent, is voice varied and well-pitched?						
<b>Indication of sights:</b> clear physical and verbal location						
<b>Handling questions:</b> repeats question + <i>brief</i> answer						
<b>TOTAL</b>						

**B PRESENTATION OF KNOWLEDGE**

	-3	-2	-1	+1	+2	+3
<b>*Accuracy:</b> accurate knowledge						
<b>Content:</b> well-structured, quality information						
<b>Selection:</b> relevant, balanced, well-linked facts delivered in 5 mins						
<b>Interest:</b> humour/anecdotes, enthusiastic (boring candidates rate low score)						
<b>Appropriate use of words:</b> descriptive, comprehensible, technical terms explained						
<b>TOTAL</b>						

**C ESSENTIAL GUIDING SKILLS**

	NO	YES
<b>*Audibility and Clarity:</b> clear diction audible in all circumstances		
<b>*Always talks facing the group</b>		
<b>*Only begins once everyone is assembled</b>		
<b>*Professional Attitude</b> displayed throughout the examination		

**\*This is an automatic fail point if the candidate scores in the shaded area.**

## APPENDIX M

**INSTITUTE OF TOURIST GUIDING**

**MARK SHEET–COACH**

<b>CANDIDATE</b>		<b>EXAMINATION GROUP</b>	
<b>LOCATION of Presentation</b>	1. 2. 3. 4.	<b>FIRST LANGUAGE</b>	

***CANDIDATES MUST PASS IN ALL 3 SECTIONS INDEPENDENTLY***

**A GENERAL TECHNIQUES**

	-3	-2	-1	+1	+2	+3
<b>Engaging group:</b> caring, friendly, sociable, smiling, body language						
<b>Delivery:</b> is it fluent, is voice varied and well-pitched?						
<b>Indication of sights:</b> clear physical and verbal location (major omissions rate low score)						
<b>Timing:</b> did candidate talk about sight in time to see it?						
<b>TOTAL</b>						

**B PRESENTATION OF KNOWLEDGE**

	-3	-2	-1	+1	+2	+3
<b>*Accuracy:</b> accurate knowledge						
<b>Content:</b> well-structured, quality information						
<b>Selection:</b> relevant, balanced, well-linked facts						
<b>Interest:</b> humour/anecdotes, enthusiastic (boring candidates rate low score)						
<b>Appropriate use of words:</b> descriptive, comprehensible; technical terms explained						
<b>TOTAL</b>						

**C ESSENTIAL GUIDING SKILLS**

	NO	YES
<b>*Audibility and Clarity:</b> clear diction audible in all circumstances, with good microphone technique		
<b>*Professional Attitude</b> displayed throughout the examination		

**\*This is an automatic fail point if the candidate scores in the shaded area.**



## **APPENDIX O**

### **DUTIES AND RESPONSIBILITIES OF CHIEF EXAMINER – WHITE BADGE**

The Chief Examiner must:

- Understand the examinations handbook which sets out the Institute rules for conducting examinations.
- Work within the framework of the Institute- including reporting and use of standard forms and templates.

The Chief Examiner will become familiar with the syllabus and examination site, then agree with the Course Director:

- Stops to be covered in the examinations, and providing sufficient opportunities to test safety awareness.
- Provision of syllabus and aides-memoires for the site, including stops, for use by students and examiners.
- A date to brief Candidates on examination procedure.

The Chief Examiner will:

- Set examination dates in liaison with the Examinations Co-ordinator and Course Director.
- Monitor the work of and liaise with Examiners, Compilers, Moderators, Independent Assessors and External Verifiers.
- Moderate the compiled examination papers and the subsequent marking of them.

The Chief Examiner will be responsible for practical arrangements:

- Together with the Institute Examinations Co-ordinator will be responsible for all examination arrangements (including resits), and will advise on all examination procedures.
- During the run-up to the examinations they will liaise with Examinations Co-ordinator and approve completed template detailing times, venues contact details.
- Work with the Examinations Co-ordinator to ensure that all venues for examinations have been confirmed. This includes invigilators for written examinations.
- Be aware of any special needs of Candidates and ensure appropriate arrangements have been made.

The Chief Examiner will during the practical examinations:

- Assess the Candidates along with representatives from the site.
- See all the Candidates perform at least twice.
- Attend examination debriefing sessions.
- Ensure that the language used for assessment is English, or where appropriate an interpreter in the case of sign language.

Following the examinations, the Chief Examiner will:

- Collate, moderate (including analysing consistency of marking) and verify results from all examination modules.
- Produce Candidate Evaluation Sheets for any unsuccessful Candidates at practical modules.
- Produce a comprehensive written report and pass/fail recommendations to the Qualifications Board.
- Provide necessary information for any appeals, and other activity following examinations.
- Attend award ceremony if requested and with the agreement of the Examination Committee.
- Respond to any additional responsibilities agreed from time to time by the Examinations Committee and included as amendments to the Examinations Handbook.

## **CRITERIA FOR THE APPOINTMENT OF CHIEF EXAMINER - WHITE BADGE**

### **Essential**

- Member of the Institute of Tourist Guiding.
- Qualified at Blue Badge level.
- Qualified in the region of examination or knowledge of the region.
- Experience as an examiner at Green Badge level or above.
- Ability to use IT - Word, Excel, Email, PowerPoint (as a minimum).
- Ability to work within the guidance, templates and checklists supplied by the Examinations Co-ordinator.
- Good presentation and communication skills.
- Ability to work under pressure and to deadlines.
- Available for the duration of the examination process.

### **Desirable**

- Experience of shadowing a Chief Examiner at Blue Badge level.

## APPENDIX P

### **DUTIES AND RESPONSIBILITIES OF CHIEF EXAMINER – GREEN BADGE**

The Chief Examiner must:

- Understand the Examinations Handbook which sets out the Institute rules for conducting examinations.
- Work within the Institute framework - including reporting and use of standard forms and templates.

The Chief Examiner will become familiar with the syllabus and suggested examination sites of the area of examination, then agree with the Course Director:

- Subjects for the Tour Planning Project brief together with marking scheme and completion date.
- Specific sites for place of worship/art gallery/museum examinations identifying selected stops to be covered.
- Walking routes, with stopping points to be covered in the examinations, and providing sufficient opportunities to test safety awareness.
- Provision of syllabus and aide memoire for each site and the walking tour, including route plans identifying stops, for use by students and examiners.
- A date to brief Candidates on examination procedure.

The Chief Examiner will:

- Set examination dates in liaison with the Examinations Co-ordinator and Course Director.
- Monitor the work of and liaise with Examiners, Compilers, Moderators, Independent Assessors, and External Verifiers before and during the course of the examinations.
- Moderate the compiled examination papers and the subsequent marking of them.
- Moderate the marked Tour Planning Projects.

The Chief Examiner will be responsible for practical arrangements:

- Together with the Institute Examinations Co-ordinator will be responsible for all examination arrangements (including resits), and will advise on all examination procedures.
- Obtain the current list of Examiners from the Institute Office and select suitably qualified examiners for each aspect of the examinations.
- Provide the Examinations Committee with recommendations for practical Examiners (as above), Compilers, and Moderators for appointment, including a brief biography of each candidate.
- Having the agreement of the Examinations Committee ask the Examinations Co-ordinator to send out appointment letters for examiners.
- During the run up to the examinations, liaise with Examinations Co-ordinator and approve completed template detailing times, venues and Examiners' contact details.
- Work with the Examinations Co-ordinator to ensure that all venues for examinations and coach companies have been booked by the office. This includes invigilators for written examinations.

- Brief Examiners at a pre-examination meeting for each set of examinations at least two weeks before the examinations begin.
- Obtain the list of shadow examiners from the Examinations Co-ordinator, allocate them to examinations, and inform the office of this allocation.
- Be aware of any special needs of candidates and ensure appropriate arrangements have been made.

The Chief Examiner will during the practical examinations oversee the following:

- See each of the Candidates perform at least twice.
- See each examiner at least twice.
- Attend examination debriefing sessions.
- As appropriate attend examiner marking discussion sessions after each examination.
- Ensure that the language used for assessment is English.

Following the examinations, the Chief Examiner will:

- Collate, moderate (including analysing consistency of marking) and verify results from all examination modules.
- Produce Candidate Evaluation Sheets for any unsuccessful Candidates at practical modules.
- Produce a comprehensive written report and pass/fail recommendations to the Qualifications Board.
- Provide necessary information for any appeals, and other activity following examinations.
- Attend award ceremony if requested and with the agreement of the Examinations Committee.
- Respond to any additional responsibilities agreed from time to time by the Examinations Committee and included as amendments to the Examinations Handbook.

## **CRITERIA FOR THE APPOINTMENT OF CHIEF EXAMINER - GREEN BADGE**

### **Essential**

- Member of the Institute of Tourist Guiding.
- Qualified Blue Badge level.
- Qualified in the region of examination or knowledge of the region.
- Experience as an examiner at Green Badge level.
- Ability to use IT - Word, Excel, Email, PowerPoint (as a minimum).
- Ability to work within the guidance, templates and checklists supplied by the Examinations Co-ordinator.
- Good presentation and communication skills.
- Ability to work under pressure and to deadlines.
- Available for the duration of the examination process.

### **Desirable**

- Experience of shadowing a Chief Examiner.

## APPENDIX Q

### **DUTIES AND RESPONSIBILITIES OF CHIEF EXAMINER – BLUE BADGE LEVEL**

The Chief Examiner must:

- Understand the Examinations Handbook which sets out the Institute's rules for conducting examinations.
- Work within the framework of the Institute including reporting and use of standard forms and templates.

The Chief Examiner will become familiar with the syllabus and suggested examination sites of the area of examination, then agree with the Course Director:

- Subjects for the Tour Planning Project brief together with marking scheme and completion date.
- Suitable route(s) for the coach examination, combining rural and built environment where appropriate.
- Specific sites for place of worship/art gallery/museum examinations identifying selected stops to be covered.
- Walking routes, with stopping points to be covered in the examinations, and providing sufficient opportunities to test safety awareness.
- Provision of syllabus and aide memoire for each site and the walking tour, including route plans identifying stops, for use by students and examiners.
- A date to brief Candidates on examination procedure.

The Chief Examiner will:

- Set examination dates in liaison with the Examinations Co-ordinator and Course Director.
- Monitor the work of and liaise with Examiners, Compilers, Moderators, Independent Assessors, External Verifiers and the Coach Co-ordinator before and during the course of the examinations.
- Moderate the compiled examination papers and the subsequent marking of them.
- Moderate the marked Tour Planning Projects.

The Chief Examiner will be responsible for practical arrangements and:

- Together with the Institute Examinations Co-ordinator will be responsible for all examination arrangements (including resits), and will advise on all examination procedures.
- Obtain the current list of Examiners from the Institute Office and select suitably qualified examiners for each aspect of the examinations.
- Provide the Examinations Committee with recommendations for practical Examiners (as above), Compilers and Moderators for appointment, including a brief biography of each candidate.
- Having the agreement of the Examinations Committee ask the Examinations Coordinator to send out appointment letters for examiners.

- During the run-up to the examinations, liaise with Examinations Co-ordinator and approve completed template detailing times, venues and Examiners' contact details.
- Work with the Examinations Co-ordinator to ensure that all venues for examinations and coach companies have been booked by the office. This includes invigilators for written examinations.
- Brief Examiners at a pre-examination meeting for each set of examinations at least two weeks before the examinations begin.
- Obtain the list of shadow examiners from the Examinations Co-ordinator, allocate them to examinations, and inform the office of this allocation.
- Be aware of any special needs of Candidates and ensure appropriate arrangements have been made.

The Chief Examiner will during the practical examinations oversee the following:

- See all of the Candidates perform at least twice.
- See each examiner at least twice.
- Attend all coach examinations.
- Attend examination debriefing sessions.
- As appropriate attend examiner marking discussion sessions after each examination.  
Ensure that the language used for assessment is English.

Following the examinations, the Chief Examiner will:

- Collate, moderate (including analysing consistency of marking) and verify results from all examination modules.
- Produce Candidate Evaluation Sheets for any unsuccessful Candidates at practical modules.
- Produce a comprehensive written report and pass/fail recommendations to the Qualifications Board.
- Provide necessary information for any appeals, and other activity following examinations.
- Attend award ceremony if requested and with the agreement of the Examinations Committee.
- Respond to any additional responsibilities agreed from time to time by the Examinations Committee and included as amendments to the Examinations Handbook.

## **CRITERIA FOR THE APPOINTMENT OF CHIEF EXAMINER BLUE BADGE LEVEL**

### **Essential**

- Member of the Institute of Tourist Guiding.
- Qualified at Blue Badge level.
- Qualified in the region of examination or knowledge of the region.
- Experience as an examiner at Green Badge level or above.
- Ability to use IT - Word, Excel, Email, PowerPoint (as a minimum).

- Ability to work within the guidance, templates and checklists supplied by the Examinations Co-ordinator.
- Good presentation and communication skills.
- Ability to work under pressure and to deadlines.
- Available for the duration of the examination process.

**Desirable**

- Experience of shadowing a Chief Examiner.

## APPENDIX R

### **DUTIES AND RESPONSIBILITIES OF CHIEF EXAMINER – BLUE BADGE LEVEL (London)**

The Chief Examiner must:

- Understand the Examinations Handbook which sets out the Institute's rules for conducting examinations.
- Work within the framework of the Institute including reporting and use of standard forms and templates.

The Chief Examiner will become familiar with the syllabus and suggested examination sites of the area of examination, then agree with the Course Director:

- Subjects for the Tour Planning Project brief together with marking scheme and completion date.
- Devise sufficient routes (usually 6 different routes) for the coach examinations which will not be disclosed to candidates or;
- Specific sites for place of worship/art gallery/museum examinations identifying selected stops to be covered.
- Walking routes, with stopping points to be covered in the examinations, and providing sufficient opportunities to test safety awareness.
- Provision of syllabus and aide memoire for each site and the walking tour, including route plans identifying stops, for use by students and examiners.
- A date to brief Candidates on examination procedures.

The Chief Examiner will:

- Set examination dates in liaison with the Examinations Co-ordinator and Course Director.
- Monitor the work of and liaise with Examiners, Compilers, Moderators, Independent Assessors, External Verifiers and the Coach Co-ordinator before and during the course of the examinations.
- Moderate the compiled examination papers and the subsequent marking of them.
- Moderate the marked Tour Planning Projects.
- Be responsible for the production of the Background Knowledge paper to be used nationally.

The Chief Examiner will be responsible for practical arrangements:

- Together with the Institute Examinations Co-ordinator will be responsible for all examination arrangements (including resits), and will advise on all examination procedures.
- Obtain the current list of Examiners from the Institute Office and select suitably qualified examiners for each aspect of the examinations.
- Provide the Examinations Committee with recommendations for practical Examiners (as above), Compilers and Moderators for appointment, including a brief biography of each candidate.

- Having the agreement of the Examinations Committee ask the Examinations Coordinator to send out appointment letters for examiners.
- During the run up to the examinations, liaise with Examinations Co-ordinator and approve completed template detailing times, venues and Examiners' contact details.
- Work with the Examinations Co-ordinator to ensure that all venues for examinations and coach companies have been booked by the office. This includes invigilators for written examinations.
- Brief Examiners at a pre-examination meeting for each set of examinations at least two weeks before the examinations begin.
- Obtain the list of shadow examiners from the Examinations Co-ordinator, allocate them to examinations, and inform the office of this allocation.
- Be aware of any special needs of Candidates and ensure appropriate arrangements have been made.

The Chief Examiner will, during the practical examinations, oversee the following:

- See all of the Candidates perform at least twice.
- See each examiner at least twice.
- Attend all coach examinations.
- Attend examination debriefing sessions.
- As appropriate attend examiner marking discussion sessions after each examination.
- Ensure that the language used for assessment is English.

Following the examinations, the Chief Examiner will:

- Collate, moderate (including analysing consistency of marking) and verify results from all examination modules.
- Produce Candidate Evaluation Sheets for any unsuccessful candidates at practical modules.
- Produce a comprehensive written report and pass/fail recommendations to the Qualifications Board.
- Provide necessary information for any appeals, and other activity following examinations.
- Attend award ceremony if requested and with the agreement of the Examinations Committee.
- Respond to any additional responsibilities agreed from time to time by the Examinations Committee and included as amendments to the Examinations Handbook.

## **CRITERIA FOR THE APPOINTMENT OF CHIEF EXAMINER BLUE BADGE Essential**

- Member of the Institute of Tourist Guiding.
- Qualified at Blue Badge Level.
- Qualified in the region of examination or knowledge of the region.
- Experience as an Examiner at Green Badge level or above.
- Ability to use IT - Word, Excel, Email, PowerPoint (as a minimum).
- Ability to work within the guidance, templates and checklists supplied by the Examinations Co-ordinator.

- Good presentation and communication skills.
- Ability to work under pressure and to deadlines.
- Available for the duration of the examination process.

**Desirable**

- Experience of shadowing a Chief Examiner

## APPENDIX S

### **ACADEMIC CRITERIA FOR PASSING LANGUAGE EXAMINATIONS**

Please refer to the relevant documentation on the website:

<https://www.itg.org.uk/examinations/languages/>

**APPENDIX T**

**Blue Badge Examinations – Chief Examiner’s Report**

<b>Title of Qualification</b>		
Name of Chief Examiner:		
No. of Candidates who registered for the examination:		
TOTAL NUMBER PASSED:		
TOTAL NUMBER FAILED:		

<b>Written Examination – Paper One</b>			
Date of Written Examination:			
Primary Examination or Resit?			
Compiler and Marker:			
Moderator(s):			
No. of Candidates who took the exam:			
No shows:			
Number passed:		Number failed:	

**REPORT**

<b>Written Examination – Paper Two</b>			
Date of Written Examination:			
Primary Examination or Re-sit?			
Compiler and Marker:			
Moderator(s):			
No. of Candidates who took the exam:			
No shows:			
Number passed:		Number failed:	

**REPORT**

<b>Written Examination – Paper Three</b>			
Date of Written Examination:			
Primary Examination or Re-sit?			
Compiler and Marker:			
Moderator(s):			
No. of Candidates who took the exam:			
No shows:			
Number passed:		Number failed:	

**REPORT**

<b>Project</b>	
Deadline to submit	



(Add lines as necessary)

\* Applies to London BB course only

Specific Comments:
<b>I confirm that the examinations were carried out in a professional manner and according to the provisions set out in the Examinations Handbook</b>
<b>Name:</b>
<b>Signed:</b>
<b>Date:</b>
<b>Please email an electronic copy of this report to the Examinations Co-ordinator</b> <b><a href="#">Handwritten reports will not be accepted</a></b>
<b>NOTES:</b>  Please write a concise report to be given to the Institute's Qualifications Board in order to ratify the results.  Please confirm that the examinations were carried out in a professional manner according to the Examinations Handbook. This includes confirming that all the mark sheets were filled in correctly, and the mark sheets of unsuccessful candidates clearly and constructively state why they were unsuccessful. Remember to briefly outline above the reasons for unsuccessful presentations.  Remember to alert us to any unusual or extreme situations which may have affected the candidates' performance, and identify any areas which you consider should merit closer attention.  <b>*Please remember to complete a Candidate Evaluation Sheet for all unsuccessful practical modules*</b>

## Green Badge Examinations – Chief Examiner’s Report

<b>Title of Qualification</b>		
Name of Chief Examiner:		
No. of Candidates who registered for the examination:		
TOTAL NUMBER PASSED:		
TOTAL NUMBER FAILED:		
<b>Project</b>		
Deadline to submit		
Primary or Re-submission??		
Project Marker:		
Moderator(s):		
No. of submitted projects:		
No. of Candidates who did not submit projects:		
Number passed:		Number failed:
<b>REPORT</b>		
<b>Written Examination</b>		
Date of Written Examination:		
Primary Examination or Resit?		
Compiler and Marker:		
Moderator(s):		
No. of Candidates who took the exam:		
No shows:		
Number passed:		Number failed:
<b>REPORT</b>		
<b>Practical Examinations</b>		
Examination 1:		
Date/s of Examination:		
Primary Examination or Re-sit?		
Examiner 1:		
Examiner 2:		
No. of Candidates who took the examination:		
No shows:		
Number passed:		Number failed:
<b>REPORT</b>		

Examination 2:	
Date/s of Examination:	
Primary Examination or Re-sit?	
Examiner 1:	
Examiner 2:	
No. of Candidates who took the examination:	
No shows:	
Number passed:	Number failed:
<b>REPORT</b>	

INDIVIDUAL RESULTS BY CANDIDATE NUMBER:					
CANDIDATE NO.	PROJECT	WRITTEN	SITE	WALK	FINAL

(Add lines as necessary)

Specific Comments:
<b>I confirm that the examinations were carried out in a professional manner and according to the provisions set out in the Examinations Handbook</b>
<b>Name:</b>
<b>Signed:</b>
<b>Date:</b>
<b>Please email an electronic copy of this report to the Examinations Coordinator</b> <b><a href="#">Handwritten reports will not be accepted</a></b>
<p align="center"><b>NOTES:</b></p> <p>Please write a concise report to be given to the Institute's Qualifications Board in order to ratify the results.</p> <p>Please confirm that the examinations were carried out in a professional manner according to the Examinations Handbook. This includes confirming that all the mark sheets were filled in correctly, and the mark sheets of unsuccessful candidates clearly and constructively state why they were unsuccessful. Remember to briefly outline above the reasons for unsuccessful presentations.</p> <p>Remember to alert us to any unusual or extreme situations which may have affected the candidates' performance, and identify any areas which you consider should merit closer attention.</p> <p><b>*Please remember to complete a Candidate Evaluation Sheet for all unsuccessful practical modules*</b></p>

## White Badge Examinations – Chief Examiner’s Report

<b>Title of Qualification</b>			
Name of Chief Examiner:			
No. of Candidates who registered for the examination:			
TOTAL NUMBER PASSED:			
TOTAL NUMBER FAILED:			
<b>Written Examination</b>			
Date of Written Examination:			
Primary Examination or Resit?			
Compiler and Marker:			
Moderator(s):			
No. of Candidates who took the exam:			
No shows:			
Number passed:		Number failed:	
<b>REPORT</b>			
<b>Practical Examinations</b>			
Examination:			
Date/s of Examination:			
Primary Examination or Re-sit?			
Examiner 1:			
Examiner 2:			
No. of Candidates who took the examination:			
No shows:			
Number passed:		Number failed:	
<b>REPORT</b>			

<b>INDIVIDUAL RESULTS BY CANDIDATE NUMBER:</b>			
<b>CANDIDATE NO.</b>	<b>WRITTEN</b>	<b>SITE</b>	<b>FINAL</b>

(Add lines as necessary)

<b>Specific Comments:</b>
<b>I confirm that the examinations were carried out in a professional manner and according to the provisions set out in the Examinations Handbook</b>
<b>Name:</b>
<b>Signed:</b>
<b>Date:</b>
<b>Please email an electronic copy of this report to the Examinations Coordinator</b> <a href="#"><u>Handwritten reports will not be accepted</u></a>
<b>NOTES:</b>
Please write a concise report to be given to the Institute's Qualifications Board in order to ratify the results.
Please confirm that the examinations were carried out in a professional manner according to the Examinations Handbook. This includes confirming that all the mark sheets were filled in correctly, and the mark sheets of unsuccessful candidates clearly and constructively state why they were unsuccessful. Remember to briefly outline above the reasons for unsuccessful presentations.
Remember to alert us to any unusual or extreme situations which may have affected the candidates' performance, and identify any areas which you consider should merit closer attention.
<b>*Please remember to complete a Candidate Evaluation Sheet for all unsuccessful practical modules*</b>

## APPENDIX U

### **ROLE AND REMIT OF EXAMINATIONS COMMITTEE**

#### I POLICY

- a) To implement, monitor and review policy for all examinations except Language examinations and make recommendations to the Qualifications Board.
- b) To review, maintain and where necessary update the Examinations Handbook.

#### 2. EXAMINATIONS

- a) To ensure, with the Examinations Co-ordinator, that the criteria for examinations set by Qualifications Board are met.
- b) To determine procedures for all written and practical examinations at White, Green and Blue Badge levels.
- c) To determine procedures for endorsement examinations.
- d) To determine the range and timing of information to be provided to Candidates.
- e) To consider equivalences in assessment by other awarding bodies and make recommendations to the Qualifications Board.
- f) To review and monitor reasonable adjustments and special consideration procedures and make recommendations to the Qualifications Board.

#### 3 APPOINTMENT OF EXAMINERS

- a) To facilitate training events for examiners and compilers as the need arises.
- b) To consider the accreditation of individual examiners who have undertaken a training event and make recommendations to the Qualifications Board.
- c) To ensure that an up-to-date database of accredited examiners is maintained.
- d) To recommend Chief Examiners for appointment by the Qualifications Board.
- e) To appoint all other examiners and compilers and notify the Chair of Qualifications Board of such appointments.

- 4 To notify the Examinations Co-ordinator of any changes to be made to the Examinations section of the Institute website.

## APPENDIX V

### **NUMBER OF EXAMINERS AT EACH LEVEL OF AWARD**

#### **WHITE BADGE**

Chief Examiner

#### **GREEN BADGE**

Two examiners for the Site  
Two examiners for the Walk  
Project Marker  
Chief Examiner

For re-takes the Chief Examiner can examine with one other examiner.

#### **BLUE BADGE**

Two examiners at each practical examination  
Project marker  
Chief Examiner

On the coach, there may be representatives from the tourism industry as well.

At both Green Badge and Blue Badge level the examiners should be different examiners for each module – only in exceptional circumstances will an examiner examine more than one module.